

THE HARLINGTON AND SUNDON ACADEMY TRUST



HARLINGTON LOWER AND SUNDON LOWER SCHOOL **MARKING AND FEEDBACK POLICY** *Linked to Teaching and Learning Policy*

Approved by Curriculum Trustee Committee: October 2023
Next review: October 2026

At Harlington Lower School and Sundon Lower School we believe marking and feedback should be a constructive process for every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance. This will enable children to develop self-evaluative skills and become independent learners.

Definition

Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

(Educational Endowment Foundation – Feedback)

Principles

Marking and feedback should:

1. Be **manageable** for teachers.
2. Relate to Learning Objectives, which need to be shared with children.
3. Involve all adults working with children in the classroom.
4. Give children opportunities to become aware of and reflect on their next steps for learning.
5. Help the child appreciate and celebrate all that is good about a piece of work.
6. Give clear strategies for improvement.
7. Allow specific time for children to read, reflect and respond to written marking.
Be delivered using different methods and not be limited exclusively to written marking.

Where possible, feedback should be delivered verbally within the lesson. Studies of verbal feedback show slightly higher impacts overall (+7 months) (Educational Endowment Foundation study) Pupil Premium and SEND children should be prioritized for verbal feedback.

8. Respond to individual learning needs.

9. Take into account the child's previous attainment as well as the desired Learning Objective.
10. Inform future planning.
11. Be accessible to children.
12. Use consistent codes throughout the class / key stage (displayed in each classroom).
13. Ultimately be seen by children as positive in improving their learning.
14. Encourage and teach children to self-mark (this will increase as children become older / more able.) including peer and self-assessment.
15. Verbal feedback is invaluable and is shown in books with a stamp or VF.

When extended writing takes place in foundation subjects, this will be marked in-depth at least once per unit of work.

STRATEGIES

Marking to be completed in pink and green pens. Pink – positive Green – Improvements

Summative feedback / marking

This will consist of **ticks** and **circles/dots** and is associated with closed tasks or exercises. Wherever appropriate, children will self-mark or the work will be marked as a class or in groups.

Formative feedback/marking

This method of marking will be being used in English, and also, when appropriate, in other subjects. Wherever the task is open or narrative, feedback will focus first and foremost on the **learning objective** of the task. The emphasis will be on both **success** against the learning objective and **improvement** needs against the learning objective. Children may have 'next steps' to help in 'closing the gap' between what they have achieved and what they could have achieved (e.g. Can you include an adverb?)

With English narrative writing, codes save time and make the feedback more accessible to the child. The list of codes is attached to this policy and is displayed in every classroom. Where codes are inappropriate, success and improvement will be pointed out verbally and/or in written form.

Closing the gap comments may take the form of:

- a) A reminder prompt (e.g. What else could you say here?)
- b) A scaffold prompt (e.g. What was the dog's tail doing? The dog was angry so he.... / describe the expression on the dog's face)
- c) An example prompt (e.g. Choose one of these or your own: He ran round in circles looking for the rabbit/ The dog couldn't believe his eyes)

Marking carried out by a supply teacher or trainee teacher will be initialed.

Secretarial features

Spelling, punctuation, grammar etc. will not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things at one time. When work is finished, children will be asked to check for things they **know** are wrong in their work when they read it through. They will not be told to correct **all** spellings. If they know their spelling is to be marked, they will spend too much time during the writing process worrying and being slowed down and interrupted. Children can only spell words correctly which they **know** how to spell. They learn how to spell through spelling lessons and by reading. General concerns should be noted on the short-term plan, to feed into future planning.

Children will be given feedback on those things they have been asked to do. This will mean that some aspects of writing are unmarked, but, over time, will be marked.

Acknowledgement of comments

Children will be expected to respond to the comments and complete the feedback in purple pen.

Peer assessment

At regular intervals the class will mark a piece of work together. The marking process will be modelled and particular points highlighted.

Peer assessment

Just before the end of a lesson children will sometimes be asked to assess work in pairs. The following points are important:

- Formal peer assessment will not be introduced until **key stage 2**, unless teachers feel younger children are ready.
- Children need to be trained to do this, through modelling with the whole class, watching the peer assessment in action.
- Children will, alternately, point out what they like first and then suggest ways to improve the piece, but only against the learning objective and not spellings etc. The 2:1 success to improvement ratio should be followed to avoid over criticism.
- Pairings will be organised and approved by teacher.
- Encourage a dialogue between children where they discuss each other's work together (e.g. I think this bit really shows how that character feels, what do you think?)

Appendix: 1

'How we mark your work' is on display in every classroom.



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.

How we mark your work.

Tickled pink - Great job!

Green for growth - Let's make this even better!

LO ✓

You have achieved your learning objective.



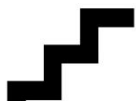
Correct answer. You have done something well.



You have done something **very** well.



You have made a mistake. Please correct this in coloured pencil.



Next steps. You have some improvements to make.



You have worked independently.



You were supported by an adult.



Verbal feedback given.

(An adult has talked to you about your work.)



An underlined word is spelled incorrectly.

x3

Practise this spelling 3 times.

See me

Talk to your teacher so they can explain

Talk to me

something to you.



A sticker or a stamp means well done for achieving your LO or what a great piece of work!