

Aldryngton Primary School				
Policy	C8	Feedback and Marking		
Approved	October 2019	Signed		
Website	Yes	Chair, Curriculum, Community & Safeguarding Committee		
Review	Annual	Next review	October 2020	

Overview

At Aldryngton feedback is given in a number of ways: verbally, written, through the use of reward systems and formal reporting. We believe constructive feedback and marking helps to raise standards. This enables children to become reflective learners and teachers to be able to meet a child's needs effectively.

Principles

Quality feedback and marking:

Develops children's motivation and self-esteem by showing that we value their effort and achievement

- When used in a focused way, including specific referral to learning objectives and personal targets, helps pupils to recognise what they have done well and the progress they have made
- Helps children and teachers to identify next steps for learning
- Enables children to become reflective learners
- Provides teachers with evidence with which they are able to make judgements
- Provides parents with evidence of their child's progress

Ways of working

Feedback and marking should:

- Be positive and focused in nature, taking into account the child's developmental stage
- Be manageable for teachers and accessible to children, but should be done in a timely fashion so as to be of value
- Be carried out with the child present as often as possible, particularly with younger pupils
- Where appropriate, provide clear feedback to children relating to the learning objective / success criteria / target
- Provide clear advice and strategies for improvement and next learning steps
- Involve any trained adult working with the children in the classroom
- Give recognition and praise for achievement and effort
- When written feedback is given, allow specific time for children to read, reflect and respond to marking
- Inform future planning and group / individual target setting

Practice at Aldryngton

Pupils receive feedback in line with the above principles in the following ways:

Early Years Foundation Stage (EYFS)

- Much of this is in verbal form
- Both group and individual feedback is provided. Rewards are an integral part of our feedback to pupils. Effort is praised to foster positive attitudes to learning in its widest sense
- Stickers and verbal feedback for working behaviours e.g. working collaboratively or independently
- Children are involved in self-assessment on key pieces of work and later in the year they begin to peer-assess
- Observations are made of significant independent achievements which are added to the Learning Journeys
- Key pieces of work are marked to record verbal feedback to children consisting of positive comments and next steps
- At the end of the year the EYFS summative profile is completed and a copy is given to parents and receiving teachers

Key Stage 1

The following methods are used

- Verbal feedback given to individuals, groups and the whole class, often linked to learning objectives, personal and group targets
- Self-assessment including marking own work, assessing self against success criteria or lesson objective e.g. 'I can' statements in maths and science, written evaluations of practical activities e.g. DT and art
- Peer assessment feedback against success criteria and verbal comments for practical activities e.g. a dance sequence
- Stickers for achievement against lesson objective and for motivational purposes
- Stickers and verbal feedback for working behaviours e.g. working collaboratively or independently
- Detailed marking of target group/child to inform planning and progress

Key Stage 2

- All children's work will be marked. Selected pieces will be marked in greater depth for particular assessment purposes.
- Detailed marking of target group or specific pieces of work to inform planning, progress and target setting
- Verbal feedback given to individuals, groups and the whole class
- Results of formal assessments (PUMA/PIRA) are shared and analysed with pupils to identify strengths and next steps.

- Self-assessment including marking own work, assessing self against success criteria or lesson objective and identifying areas for improvement
- Verbal and written peer assessment including evaluative comments for activities across the curriculum
- Working behaviours such as collaboration and independence are rewarded in a variety of ways
- Stickers, table and individual points are awarded for achievement and for motivation

Abbreviations used in marking:

PM- peer marked
SA- self assessed
I - independent
S - supported

√ -correct
· wrong answer

~ Re-write sentence
Sp - Spelling mistake (max 3)
Circle - Missing/incorrect punctuation
// - New paragraph

Self-assessment

Highlight pink where learning objective/success criteria/target has been met.
Highlight green an area for improvement.

Responding to feedback

A purple pen should be used to indicate child is responding to feedback.

Monitoring

This will be achieved through the scrutiny of pupils' work and through formal and informal observations made by the Senior Leadership Team and Subject Leaders.