

# Feedback and Marking Policy

## Rationale

Feedback and marking are essential parts of the learning and assessment process and take place in a number of ways according to purpose. At Ruislip Gardens we believe in a feedback and marking system that is **meaningful, manageable and motivating**. Research shows that effective feedback has a significant impact on pupil learning and we believe that pupils make greater progress when they receive timely and incisive feedback in a variety of forms. As a Growth Mindset school, we aim to foster a desire to constantly improve and encourage our children to actively seek feedback. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking through quality marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence but also reflect high expectations and an awareness of a child's potential

Please see Appendix 1, 'Marking & Feedback Guidelines' for a concise overview of our marking and feedback symbols.

## Aims

### Effective feedback includes:

- Verbal feedback from teacher/TA
- Verbal feedback from a peer
- Non verbal feedback
- Daily/weekly rubrics to facilitate self, peer and teacher assessment
- Self assessment against smiley faces/traffic lights
- Use of visualisers to share learning and celebrate mistakes and progress
- Coaching from an adult or a peer
- Partner/group talk

### Effective marking should:

- Take place during or soon after the activity has been completed
- Provide opportunity for children to make improvements to their work
- Give feedback to children to inform them of their achievements
- Include written comments that focus more on what the child's next steps are rather than what they have done well
- Inform future planning and learning
- Evaluate and assess children's learning
- Foster a Growth Mindset through emphasis of the process and effort children have made rather than the outcome
- Help parents to understand the strengths and areas to develop in their children's work

The policy sets out marking procedures and how children should respond to marking. The emphasis is on marking in relation to shared learning objectives and encouraging the children to evaluate their work.

Feedback and marking focus mainly but not exclusively upon the objectives of the activity and lesson, any associated success criteria and the expectations that were set for the task. As a

secondary focus, feedback and marking will address associated skills and understanding (e.g. spelling, punctuation, checking arithmetic)

## Types of Marking

### Peer and Self Assessment : Giving an Improvement Suggestion

Peers will mark in **blue** and Self marking will be in **purple**.

An improvement suggestion is written/asked for by self/another child to help the child. It is essential to let the child know how to make the specific improvement. There are three main types of improvement prompts:

- The reminder prompt simply reiterates the learning objective
- The scaffolded prompt involves the child making a suggestion on what could be written
- The example prompt models a choice of possible improvements, but asks if the child has an idea of his or her own

We will ensure that time is allocated within the teaching week for pupils to respond to their written /oral comments by themselves or their peers in order they can act upon the development points.

### Verbal Feedback

It is important for all children to have oral feedback from a teacher depending on the task.

This dialogue should focus upon next steps as well as acknowledging successes and  will be put in the pupil's book.

Children must also have the opportunity to receive regular verbal feedback from their peers but must be taught how to do this effectively. Swapping books and using visualisers as a whole class are effective ways of facilitating this. Children must be taught how to use the language of constructive feedback to include a detailed description of what the child has done well as well as precise next steps. Opportunities for this should be planned in to the weekly curriculum.

Verbal feedback can be used by adults and children alike to foster a growth mindset through comments such as:

- "I noticed you never gave up when you found this tricky"
- "Well done for identifying this mistake and correcting it independently"
- "I wonder how you could make this sentence even more effective than it is"

### Acknowledgement Marking

There may be times when a pupil marks their own work, such as after a timetables test or a spelling test. A tick will be used to acknowledge the marking completed by the pupil. Staff may also use a stamper or sticker to praise a piece of work and acknowledge effort made.

### Written Marking by Staff

#### Procedures for Written Marking by Staff

- Teachers should mark in **red**.
- Teaching assistants should mark in **green**.
- Student teachers mark in **blue**.

- The well matched Learning Objective (L.O.) should be clear on the piece of work – this should be written by an adult if necessary.
- Highlighting should be used if required as below:

L.O. achieved

Working towards L.O.

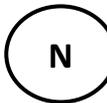
L.O. not met

Comments are only required following pieces of extended writing or at least once a week in Mathematics or English.

The following symbols are used across the school:



Indicating verbal feedback has been given



**Next steps** must be provided twice a week in English and Mathematics and at least once in a unit of work in Foundation Subjects and Science. They also need to be provided at the end of a piece of long/ key writing. They should focus on 'closing the gap' and provide pupils with the opportunity to address any elements of the success criteria that they did not achieve during the lesson. Depending on the child's performance next steps should either correct, consolidate or extend the learning and should be used to promote mathematical reasoning.



Indicates a basic skills target not relating to the LO that is marked off the target card with a sticker and date. A 'T' in a book can refer to either a target that needs addressing or a target completed.

- Marking will be completed on a daily basis or when a piece of work is completed
- Time will be spent with the child to ensure comments and feedback and any next steps or targets are understood.
- Any marking or comments will be completed in neat and legible handwriting, and where possible adults will use the Nelson Cursive Script.

At the end of each lesson, the following symbols may be used to show the level of support given to the children.



Support received



Independent work

### Stampers and Stickers

Effective feedback and marking acknowledges effort and promotes good self-esteem however staff should consider how and when to praise in order to promote a growth mindset:

*“Children with low self-esteem could be harmed if they are lavished with too much praise... for doing things well. Inflated praise can lead to their worrying they will have to reach the same standard in future tasks.” (Brummelman et al)*

Teachers have therefore been provided with the following resources:

- ‘Well done your next step is’ stamper to avoid wasting time writing ‘empty’ praise comments and to focus comments towards moving the learning on.
- ‘You used your growth mindset!’ stampers to be used when children have shown particularly good effort or resilience when faced with a difficulty.
- Growth mindset stickers to demonstrate when children have shown creativity, learnt from mistakes, taken risks, put in outstanding effort, explored learning and embraced a challenge.
- Staff may also use their own stampers or stickers to save time on praise words and to promote a Growth Mindset.

### Procedures for Writing, Spelling and Grammar

- Use ‘highlighting’, plus the following:
- Success Criteria for pupil and teacher assessment *when completing the final/ extended piece of writing at the end of a unit.*
- Following the final piece of writing in a unit of work, a **feedback lesson** must be planned for verbal feedback and opportunities for children to review feedback and make any improvements.
- Key high frequency spellings and grammar must be marked in writing across all curriculum areas.
- Incorrect **spelling** should be indicated by ‘sp’ and reviewed as appropriate to the child’s ability (e.g. HA may look up in dictionary and correct; LA may be given spelling)

In Quality Feedback:

- Marking will focus on what the children are learning and trying to improve
- Marking focuses on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning, rather than on application learning objectives, such as writing a whole story or designing an experiment, where summary feedback is more appropriate.
- Marking is only of value if comments are read and/or responded to/ regarded.
- Ideally marking should become a part of the developing dialogue resulting in pupil progress for examples, a pupil writes, the writing is marked away from the pupils and in his/her subsequent work, the pupil incorporates suggestions. This is best done during a unit of work e.g formative rather than summative.

### Procedures for Mathematics

Use ‘highlighting’, plus the following:

- Use a ✓ for correct work.
- Use a ? for a query.
- Use a small ‘c’ when a correction is required.



- Use an ‘.’ for an incorrect answer.

All Marking and Feedback procedures are displayed in each classroom, see Appendix 1

**Marking may be completed by;**

- Teacher alone
- Teacher alongside child
- Child alone (self marking)
- Other children (peer marking)
- Teaching Assistants
- Supply teachers

**Procedures for General Response**

We believe it is vital time is allocated for children to respond to comments. We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work, which errors and how many will depend on many factors. Comments can be made verbally or in written form to communicate their message. In the case of EYFS and Key Stage 1 pupils, feedback needs to be as immediate as possible allowing the children's response time to be prompt. Response time will be timetabled within each week to enable children to have the opportunity to evaluate their work.

Children should be:

- Encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books.
- Encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem.

**Correction Procedures**

- Corrections will be completed underneath or nearby to work
- Rubbers will not be used for corrections unless directed by the teacher
- Errors will be neatly crossed out with a pencil and ruler
- Incorrect spellings will be written in the margin for children to practise.

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