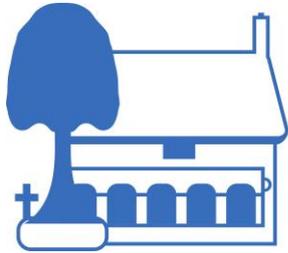


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|--------------|----------------|
| Version      | September 2018 |
| Approved     | Sept 2018      |
| Review Cycle | 1 year         |
| Next Review  | Sept 2019      |



# MORETONHAMPSTEAD PRIMARY SCHOOL

## Feedback and Marking Policy

### Aims

A key role in helping someone to learn is to support, structure, mediate and scaffold their learning by helping them to work in the gap between what they **already** know, understand or can do at the moment and what they **will** want or need to know, understand or be able to do in the future.

Feedback is only formative if it is successful in helping learners to bridge that gap themselves and promotes independence.

At Moretonhampstead Primary School, we have a shared understanding of the vital importance of the quality of our feedback and the impact it has on the children's learning and progress.

### Purpose of Feedback

#### For the Child

1. To be precise in meeting pupils' specific and individual learning needs
2. To recognise achievement against Learning Focus using highlighters (met / partially met/ not met)
3. To recognise achievement through 'www' ('What went well') statements which will be highlighted in green.
4. To provide encouragement, advice and guidance on next steps 'EBI' (even better if...) statements which will be highlighted in orange. Children use purple polishing pens to respond to EBI comments, edit and improve.
5. To provide positive reinforcement
6. To know the level of their teacher's expectation
7. To provide challenge where appropriate
8. To make the child an active participant in their learning
9. To help children improve work and make progress independently.

#### For the Teacher

1. To give precise feedback to meet pupils' specific and individual learning needs
2. To show we value their work and effort and encourage them to do the same
3. To assess if the learning intention was achieved using highlighters (met / partially met/ not met)
4. To recognise achievement through 'www' ('What went well') statements which will be highlighted in green.
5. To provide next steps to move individual children's learning forward through 'EBI' (Even Better If...) statements which will be highlighted in orange.
6. To inform planning
7. To provide evidence of progression
8. To communicate with pupils, parents and teaching assistants

#### Method

- Feedback should be objective/focus
- Feedback must be focussed and precise
- Feedback should be manageable and purposeful
- Feedback should be easily identifiable
- Feedback should be appropriate to the child
- The feedback should be immediate for younger children and as soon as possible for older children

**Opportunities will be planned for children to respond to their marking and act upon it.**

## How we will feedback to children

We respond to children's work through verbal and written feedback.

### Verbal feedback

We understand that responsive and ongoing oral feedback is the most effective method of feedback.

Verbal feedback is immediate, individual and if given correctly will help a child to learn and improve. Verbal feedback can be task centred e.g "your story is good for the following reasons, but it could be improved if you did these things..." or person centred, "I liked reading your story and appreciate how much effort you put into it. I particularly liked..." We need to ensure that we provide children with a good balance of both types of verbal feedback.

### **Practical ideas for improving verbal feedback.**

|   |  |
|---|--|
| 1. Focus on the task, not the person  | Person focussed – <i>You're not getting the hang of this, are you?</i><br>Task focussed – <i>This is a challenge, isn't it? Maybe we can try...</i>                                      |
| 2. Take an interest in what pupils are doing  | <i>Can I read your book report? What was interesting about the book?</i>   |
| 3. Use less praise and more encouragement   | <i>You're doing really well, you're really on the ball today, I'm impressed with how much thought you have put into this.</i>  |
| 4. Acknowledge pupils' feelings   | <i>I know it can be upsetting when things don't go to plan, I can see you are disappointed so let's see where we go next.</i>  |
| 5. Give fewer judgements and more opinions and descriptions. Use more I statements rather than you. | <i>I enjoyed reading your report and like the way you have laid it out, this is a big improvement from you last piece of work because...</i><br><i>I know you can write more neatly.</i> |
| 6. Help pupils to make their own judgements   | <i>The problems should be neat, show all your working out and clearly indicate the answer – How do you think you did?</i>  |

### Written feedback

Written feedback needs to be manageable and provide the pupils with guidance on how to move their learning forward. We need to ask whether we are simply correcting a piece of work or providing feedback.

Written teacher feedback will be in green pen.

We need to mark less to achieve more by:

1. Doing more marking with the whole class or groups of pupils
2. Doing less marking away from pupils
3. Ensuring when we do mark that it counts
4. 'Deep' mark (at least) two pieces of writing a week.
5. Expecting children to respond to feedback appropriately

### Practical ideas for making written feedback manageable.

|  |   |
|--|---|
| 1. Distinguish between checking and marking  | Don't spend time creating comments when work is simply being checked. This can also be done through self and peer assessment.   |
| 2. Write good comments where it matters  | Say what has been done well (W/W/W). What has been less successful and how improvement can be made (EBI). Be specific and precise.  |
| 3. Move from general to specific comments  | <i>Add some notes on seed dispersal -&gt; Can you suggest how the plant might disperse seeds? Could this be an advantage?</i>   |
| 4. Use reminder prompts with more able pupils  | <i>Say more about saturation, Write a more interesting end to this story.</i>   |
| 5. Use scaffolding prompts for learners who need more support  | <i>Say more about saturation. How much salt was used?<br/>Write a more interesting end to this story, you might consider ...</i>  |
| 6. Only mark spelling, punctuation and grammar if it is a focus. <b>(A maximum of 3 spelling corrections per piece of work.)</b> | Identifying one or two key words for spelling is fine but correcting everything gives the pupil the message that this is the criterion governing the perceived quality of their work. Encourage children to find their own mistakes and correct them. |

### Practical ideas for making written feedback count

|   |   |
|---|---|
| 1. Have able pupils compare their work against work which is even better.   | Use work from within the class or if necessary from the next class up.  |
| 2. Have 'two-thirds' of the way through assessments.                        | This enables pupils to do something to correct the misunderstanding before the topic is finished.                                       |
| 3. Refer back to the learning intentions and success criteria when marking. | This can be very simple – The pupil writes 'I can count in tens' next to an example of their work and the teacher writes 'Yes you can.' |
| 4. Ensure that pupils can respond to your comments                          | Are your comments legible? Does the pupil understand them? Have you given them time to respond?<br>How do they respond appropriately?   |

5. Create white space in books for a dialogue

Encourage pupils to leave plenty of space beneath a piece of work where you wish them to respond to marking.

Detailed written feedback will be provided at various points throughout children's learning. It may be appropriate to comment in detail part way through a unit of work to allow the pupil to edit/improve their work or to provide a summative comment at the end of a unit detailing achievements and a next step forward.

**Teacher's will mark work using a green pen. Purple 'polishing' pens.**

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The following agreed code will be displayed in every classroom so that all children and staff are aware of the meaning of the various markings.

|                |   |
|----------------|---|
| Green          | Your work went really well here (WWW)                     |
| Orange         | You can improve your work here (EBI)                      |
| Letter Circled | Missed a capital letter/capital letter in the wrong place |
| //             | New paragraph   |
| ST             | Working with a Supply Teacher                             |
| I              | Independent work  |
| CT/TA          | Guided Work with the class teacher/teaching assistant     |
| V              | Verbal Feedback   |
| Sp             | Spelling error for you to correct                         |
| BM             | Buddy Marked (purple pen)                                 |
| ^              | Something is missing here                                 |
| P              | Punctuation error   |
| HP             | House Point   |
| X              | Incorrect – try again                                     |
| ✓              | Correct/ Your work has been seen by a teacher             |
| ?              | This doesn't make sense                                   |
| ----           | Child rules one line through a word if it is a mistake    |

See Appendix 1

### **How we will reward good work**

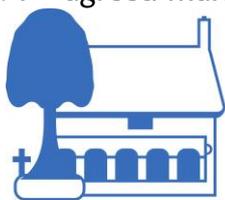
Teachers and teaching assistants will reward pupils with house points and Golden Circles. Children may also be asked to share their work with the class, Head of School or the Executive Headteacher and where appropriate show it during assembly to the rest of the school. Exceptional work can be rewarded by a praise certificate which is issued weekly during 'Praise Assembly.'

### **Monitoring and evaluation**

Feedback will be monitored through lesson observations, scrutiny of pupils' work and whole school moderation.

Policy date: September 2018

Appendix 1 – agreed marking symbols for classroom display



# MORETONHAMPSTEAD PRIMARY SCHOOL

## Feedback Codes

|                |  |
|----------------|--|
| Green          | Your work went really well here (WWW)                      |
| Orange         | You can improve work- Even Better If... (EBI)              |
| Letter Circled | Missed a capital letter/capital letter in the wrong place  |
| //             | New paragraph  |
| ST             | Working with a Supply Teacher                              |
| I              | Independent work   |
| CT/TA          | Guided Work with the class teacher/teaching assistant      |
| V              | Verbal Feedback- someone has spoken to you about your work |
| Sp             | Spelling error for you to correct                          |
| ^              | Something is missing here                                  |
| p              | Punctuation error  |
| g              | Grammar error  |
| BM             | Buddy Marked (purple pen)                                  |
| ?              | Does this make sense?                                      |
| X              | Mistake- look again  |
| ✓              | Correct  |
| HP             | House Point  |
| ----           | Child rules a line through a word if it is a mistake       |