

## George Fentham Marking & Feedback Policy

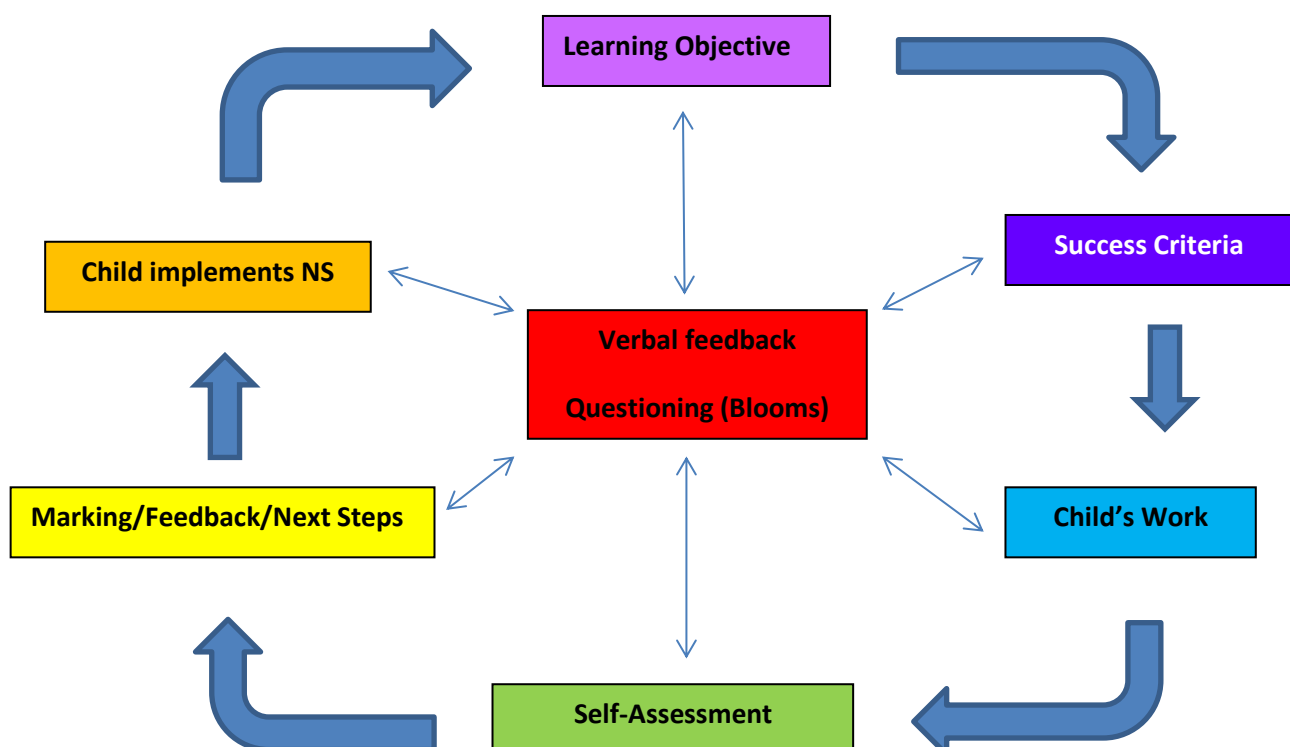
### Features of effective marking & feedback:

- **Marking should serve a single purpose – to advance pupil progress and outcomes.**
- Interaction (written and verbal) between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.
- The **quality** of this feedback is crucial, rather than the quantity, in supporting pupils in tackling subsequent work.
- There is no "one-size-fits-all" approach. A balance must be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils.
- All marking should be **meaningful, manageable** and **motivating**.
- **Meaningful:** appropriate to age, subject and what works well for the teacher and pupils. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking practice is proportionate. The time spent on marking does not correlate with successful pupil outcomes.
- **Motivating:** marking should help to motivate pupil progress. This does not mean extensive written feedback, or feedback that is universally positive: sometimes short, challenging comments or oral feedback can be more effective.

### Our aims:

- To set out clearly the agreed policy, practice and procedure for the marking of, and feedback to, children's work.
- To provide guidance to staff, children, parents and governors on the purpose, types and frequency of marking.
- To provide consistency in marking across the school, at an age-appropriate level.
- To use marking and feedback to advance pupil progress and outcomes.

### Marking and feedback flow chart:



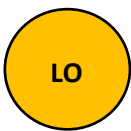
**Learning Objective:** Identifies the learning. This is shared with the children verbally and/or recorded.

**Success Criteria:** Steps or key features to achieve the learning objective. These could be provided by the teacher or generated with/by the children and are discussed verbally and/or recorded.

**Verbal feedback & Questioning (Blooms):** Used to clarify, check, support and/or extend children's understanding at the point of learning.

**Self-Assessment:** Children are supported in, and given opportunities to, reflect and make judgements on their own learning. This continues the learning dialogue between children and adults so that children have the opportunity to communicate how they are feeling about their learning. Adults value and build on this feedback. Opportunities for peer assessment may develop from this.

### Marking Codes



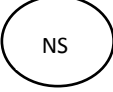
**LO:** As the children progress through the school, there is a gradual progression from traffic-lighting towards developing a learning comment.

**SC:** ✓ or ✗ used for self and/or peer assessment to indicate whether or not success criteria have been met.

**Learning comment:** Direct feedback from child at their point of learning on:

- LO
- SC
- What child found successful/tricky in their own learning written as a reflective and specific comment.

### **Written feedback from an adult could include:**

- LO ✓ ✗ ½
- SC ✓ ✗
- sp = spelling (this could be indicated directly or as a prompt for the child to identify on the line/ in their writing).
- p = punctuation (this could be indicated directly or as a prompt for the child to identify on the line/ in their writing).
- CL = missing capital letter
- MW = missing word
- ? = check for sense
- T = tense
- FS = finger space
- → or ← = layout
- // = paragraph
- C = correction
- I = independent work
- S = supported work (+ initials of adult supporting)
- D = discussed (focus of feedback identified)
-  = next steps      😊 or ★ = Great work!
- Children edit their work in coloured pencil

## **Next Steps**

The purpose of next steps can be to:

- Personalise learning
- Identify misconceptions
- Move learning on rapidly
- Apply learning to new or different contexts
- Set challenges for deeper learning

Next steps could be addressed immediately, in the next lesson or over time:

**Immediate:** Identified in the lesson, at the point of learning. These could be verbal and/or written and are designed to address misconceptions and move learning on rapidly.

**Short term:** These next steps support children's learning and should be achieved within a short timescale e.g. in the next lesson.

**Long term:** The application of next steps in the next cycle of learning e.g. re-visiting a maths topic.

### **Types of Next Step:**

- Addressing misconceptions
- Editing work e.g. correcting, improving, adding further detail
- Scaffolding e.g. use of teacher prompts
- Providing challenge and opportunities for deeper thinking and extending learning

### **Monitoring of next steps:**

- Teachers reflect back and monitor how children are addressing their next steps, tick and date when addressed.
- We use NS when appropriate and as needed, at an age-appropriate level.

## **Range of Marking Comments**

*Marking could include any of the following areas:*

### **The Individual:**

Praise directed at effort, progress, engagement, attitude to learning and/or application of BLP skills, to build confidence and self-esteem.

### **The Process:**

Feedback specific to the processes of learning (the *how*, rather than the *what*). Identifies connections between ideas, strategies used, learning from mistakes and cues the learner into different strategies and errors (see marking codes).

### **The Task:**

Feedback about how well the task has been achieved. Uses direct prompts and cues (see marking codes and Next Steps information). Encourages the learner to improve their work and is positive about errors, seeing them as learning opportunities.