



# Effective Marking and Feedback Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School Policy

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This policy outlines Falmouth Primary Academy whole school expectations for feedback for learning. This policy was reviewed in October 2020. Rigorous monitoring ensures that the policy is being applied consistently and that it is impacting on pupil progress.

## **Feedback for learning policy**

### **Introduction**

At Falmouth Primary Academy, we believe that all children are entitled to regular feedback on their learning. Therefore, all teachers mark learning and give feedback, both written and oral, as an essential part of the assessment process. Teachers will work with a focused group in the lesson and give immediate feedback, children may also work with a teaching assistant, who under the guidance of the class teacher, will give immediate feedback to a child. Children who maybe working independently may have their learning marked at a distance. All outcomes from marking will be used to inform next steps in learning.

### **Aims**

We offer feedback in order to:

- show we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and next steps in their learning;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- assess pupil's understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment;
- provide the ongoing assessment that will inform our future planning.

### **Principles of feedback for learning**

The basic premise of feedback is that it is a **positive experience**, with recognition always being given to the efforts the child has made. The main objective is not to find fault, but to help children learn. Learning therefore has to be well matched to ability so there is not a loss of self-esteem. In addition to this, in our feedback we:

- feedback in accordance with the **lesson objective** and/or the child's own learning targets;
- aim to promote children's self-assessment by linking feedback into a wider process of engaging the child in his/her learning. This includes sharing the learning objectives and key expectations for the learning at the outset
- involve the child directly as it can identify a key learning difficulty. Active marking such as 'mini conferencing', verbal or written comments during the lesson are encouraged;
- note errors made by many children when planning for the next stage
- feedback on learning before the next lesson in that subject.

### **We have agreed that:**

#### **Marking for feedback and progression**

#### **All work to be dated:**

- Literacy – has the long date including day.






- Maths – has the short date with dots between numbers.
- Science – has the short date with dots between numbers.
- Topic books – as literacy.
- Learning Objective clearly written or printed at beginning of the work. LO needs to be specific enable effective marking. Y1 – Y4 will have the LO typed. Y5/Y6 will write the LO in Literacy and Maths books (unless there is a SEND need).
- If a child works with a teacher this will be indicated by a T next to LO, if they have worked with a TA then TA next to the LO.
- The teacher will give feedback during the lesson and post lesson, learning will be marked and achievement against the LO indicated either by **LOA** (learning objective achieved) or **LO** (learning objective not achieved). Green highlights growth an pink indicates more thinking needed) If the LO hasn't been achieved there will usually be an additional comment or verbal feedback so that the child is clear on the precise improvements that need to be made.
- A next step in learning will be indicated by a ladder symbol.
- If the **LO** is highlighted pink (pink to think), it is revisited and the child should receive intervention as soon as possible after the lesson. Depending on how learning has been assessed across the whole class, this may be for the whole class at the beginning of the next lesson in that subject.
- All learning to be marked using green pen.
- Children edit their learning with a red pen and this needs to be marked by the teacher.
- Children will respond to next steps in red pen which will be marked by the teacher.

### Marking symbols

- **Pink highlight** will indicate missing or incorrect punctuation
- **Pink highlight** will indicate missing or incorrect use of capital letters
- **P** in a circle - Presentation to be challenged.
- **Pink highlight** will indicate incorrect use of a capital letter.
- **Sp** in the margin and the word incorrectly spelt is highlighted pink (limit to 3 that are relevant to that child). The words should be written underneath the child's learning and written 3 times so that they can be practised. There should be a focus high frequency words or words with common spelling patterns.
- **PB** in a circle will be used to indicate where a child has achieved their Personal Best. This can be used by the child as well
- Outstanding presentation will be awarded with a special 'WOW presentation' sticker from the Headteacher
- **Abs** indicates when a child was absent
- **S** in a circle indicates where a supply teacher has covered a class.
- **HLTA** will indicate when the HLTA has covered the class. The learning should still be reviewed by the class teacher to inform next steps in learning for the child/class

### What is in my book to help me improve?

<b>T</b>	When I work with a teacher, the write a T in my book. I get feedback during the lesson.
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TA	When I work with another adult, they write TA in my book. I get feedback during the lesson.
 LOA	This means I have achieved the learning objective.
 LO	This means I need to work with the teacher to help me achieve the learning objective.
	When I see that my teacher has highlighted some of my learning in green, it means I have demonstrated an element of the learning objective.
	When I see that my teacher has highlighted some of my learning in pink, it means this is something I need to improve.
	<p>When I have really, really impressed my teacher with my learning, my teacher puts a gold star stamp in my book, and I will go and show the Headteacher my learning. My name is put in the Golden book.</p> <p>When my presentation and handwriting is exemplary, I will earn a special sticker from the Headteacher and my name is put in the Golden Book.</p>

### Presentation of learning

We expect all staff to encourage children to aim for a high standard of presentation by following these guidelines.

- Where appropriate, depending on the age and need of the child, all work should be dated and titled with LO as title, and this should be underlined. Date and LO labels can be prepared by the teacher to be stuck into the book if necessary. Titles start at the margin. Children should underline in pencil, pen as directed by the teacher. In maths, from Year 1 onwards, work should be set out using the squares i.e. one digit per square and numbering should be consistent with the set exercise.
- Written work should be done in pencil until all letters are formed and joined correctly. Then blue ink pens are used and provided by the school. Once in use, a pen should be used for all writing.
- Diagrams in science books should be in pencil and always be labelled.

- There should be no drawing / doodling on or in any exercise book.
- The use of rubbers should be discouraged, and children should be encouraged to use a neat line through a mistake.
- Children should be given time to correct errors made or respond to teachers' marking when they get their learning back. Repeated / selected spelling mistakes should also be corrected in the same way – by writing them **three** times. The use of wordbooks, dictionaries and thesauri should be encouraged to enable the child to correct their own mistakes. Teachers may feel that individual spelling books for practising correction may be appropriate.
- Handwriting should be in line with school policy. Letters should be even with clear ascenders and descenders, and letters joined. All staff handwriting should serve as a model of good practice for pupils and reflect the agreed handwriting policy. Handwriting should be taught at least 3 times a week as prescribed in the Handwriting policy.
- If paper is used, the appropriate size for the task should be chosen so the child is not put off the task to begin with or paper is not wasted.