Cheddon Fitzpaine Church School

Marking and Feedback Policy

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Feedback Policy

The main aim of this policy is to support all staff to successfully and consistently support all pupils' next steps in learning, by the provision of useful feedback.

Feedback/ Marking is completed to move the children on in their learning and to aid the teacher assessing the progress and attainment of the children. It is NOT for the school or trust's management or governors; parents or Ofsted. The best evidence that quality feedback is being given to children is the progress that children make over time.

Key Principles

This policy recognises that the key principle which underlies effective feedback for pupils is the need to celebrate the things which children can do well, and support with the development of aspects which require improvement.

- All work which a pupil produces should be valued.
- Feedback should be expressed in a way which the pupil will clearly understand according to their age, ability and understanding.
- All feedback should be meaningful, motivational and manageable.

Purposes of our feedback policy

- To support all types of learners to recognise where they are being successful and where improvements can be made.
- To provide a regular form of tailored communication between the adult and pupil.
- To provide precise feedback on how a pupil's work matches with intended outcomes.
- To provide specific models/suggestions of improved ways of working.
- To provide opportunities for pupils to make improvements to their work both in the lesson and in subsequent lessons.
- To develop supported and independent skills of reflection and review, including peer feedback as appropriate.

Feedback in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1.   Immediate feedback – at the point of teaching/ during task
2.   Summary feedback – at the end of a lesson/task
3.   Review feedback – away from the point of teaching – usually at the start of the next lesson in that subject.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving progress, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

The review method of giving feedback at Cheddon Fitzpaine will follow the procedure below:

The teacher will review the work completed by pupils noting:
- The work to praise and share
- Need of further support
- Notes on presentation
- Basic skills error
- Common misconceptions and notes for the next lesson

If necessary, key issues for all children will be fed back at the start of the next lesson and an opportunity will be given to correct errors or to improve work. Edits, corrections and amendments will be made by the child in a red pen. Children who need more bespoke support will get this from classroom adults during this time.

No annotations or comments are expected daily in the child's book – these will be at the discretion of the teacher.

Frequency of Feedback

English

Detailed feedback in English will be completed in detail at least once per week. This may be via more formal written comments in the book, via verbal feedback, quality peer (completed in purple pen) or checked self-assessment (red pen). The piece of work marked in detail may be referenced through jottings in the child's book – but not always.

Mathematics

Feedback in Mathematics will provide regular confirmation of where children are achieving correct responses. Modelling of preferred strategies may be included as needed for individuals. Self-assessment in Maths is completed by sharing the method and answers throughout the lesson and teacher modelling when needed.

RE

Assessment and Feedback occur throughout the RE lesson. Termly RE assessments must be completed by the class teacher and given to the RE Lead.
Peer and self-assessment in all subjects will be used to give children the opportunity to reflect on their own successes and areas to improve and to help to provide that feedback for others.

Wider Curriculum

Feedback that is verbally completed with the child is encouraged – especially while the children are working so that they can make an immediate change/correct a misconception. There is no need for the verbal feedback to be identified in the books, but some markings can be made to support the feedback.

Staff are actively encouraged to use ways of giving feedback that works for them and their class - aiding them to maintain a healthy work life balance.

Feedback & assessment

All feedback should contribute to formative assessment and should feed directly into the short-term planning in order to respond to current needs. It is assumed that work without a code has been completed without assistance. This will be taken into account when assessing and moderating work. Formative and summative assessment for Reading, Writing and Maths will be completed regularly on Scholar Pack. Phonics tracking is completed using an excel spreadsheet.

Foundation Stage

In Foundation Stage the main form of feedback for children will be in the form of verbal interactions. Adults will seek to build children's confidence and understanding by responding to the significant things which children do or say. Verbal feedback can serve to highlight the positive aspects of children's contributions and to suggest other ideas and ways forward. Tapestry is used at home and at school to record children's learning and forms part of their learning journey.

Key Stage 1

Children in Key Stage 1 will be supported to improve their own work and correct their mistakes by interaction with an adult. As much feedback as possible should be verbal.
Through Year 1, children will be introduced to self and peer assessment and supported to complete this on their own and their peers' work. The

importance of precise verbal and written feedback which children can respond to during the lesson is a key strategy for securing progress.

Key Stage 2

From Y3 children (apart from new joiners) will have developed a secure understanding of the importance of using verbal and written feedback in order to confirm what they are good at and what requires improvement. It will be vital to continue to reinforce the message with children that work should show evidence of improvement as a result of verbal feedback, marking and self-assessment.
Peer/self-assessment should be used regularly to support the learning and understanding of what is required.

KS2 Self and peer feedback

In Key Stage 2 children will be expected to conduct regular self checking and review against specific criteria. Peer feedback will take the form of:

• Structured responses to another pupil's work to look for evidence of specific aspects (avoiding generalized and superficial comments)

• A bank of comments may be introduced for use by children eg.
This work shows good examples of……,
To make this work even better, you could..........

• As part of mini and final plenaries children will share an example of a classmates work and be directed to look for examples of features in the success criteria. A comment for improvement may also be requested.

Marking Codes:

✓ or • will be used when there is a right or wrong answer
Write SP in the margin and or wiggly line some words for self-checking
O to showing something missing or incorrect
Can I...? shows objective achieved ~ (wiggly green means objective needs revisiting)

Support codes:

All work will be considered independent unless one of the following codes has been used:
A = adult supported (including heavy reliance on provided content /vocab / phrases)
G = Guided Group
F = Freeflow/child initiated
AL = Adult led/initiate

Presentation of work.

Across all subjects work should be:

•   Acknowledged with a blue tick to show it has been read
•   Dated - short date in Maths; long date in other subjects. (KS1 and SEN children will work towards this)
•   Have title that reflects learning objective phrased as a "Can I ….?" question (This may be printed but written in KS2)
•   Identify letter formation issues / misuse of capital letters / reversal of numbers.

The adult's handwriting should be a good example of our school handwriting style.

Monitoring of Feedback

Type	What it looks like	Evidence (for observers)
Immediate	Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support or further challenge May re-direct the focus of teaching or the task May include highlighting/annotations according to the marking codes.	Lesson observations or learning walks Some evidence of Annotations or use of marking codes or highlighting
Summary	Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self- or peer-assessment against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	Lesson observations or learning walks Pre- and post-teaching based on assessment (interventions and boosters) Evidence of self- and peer-assessment

| Review | Takes place away from the point of teaching
Provides teachers with opportunities for assessment of understanding
Leads to adaptation of future lessons through planning, grouping or adaptation of tasks
May involve written comments/annotations for pupils to read / respond to | Acknowledgement of work completed
Written comments and appropriate responses/action
Adaptations to teaching evident from future work |