



# Laughton Community Primary School

## Inspiring Learning for Life

### Feedback and Marking Policy

#### 1. Purpose of Feedback

Feedback is primarily for pupils and teachers. Good feedback has been recognised as one of the most effective tools for moving pupils forward in their learning (Sutton Trust – *On effective feedback* – “One study even estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes.”

<http://educationendowmentfoundation.org.uk/toolkit/>).

The purpose of feedback is:

- To provide opportunities to give praise and encouragement and to show we value their work
- To motivate children to want to produce high quality work
- To teach children to recognise what they do well
- To help children to improve their work through the setting of challenging, but achievable targets
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is all right to make mistakes, but then good to learn from and remedy them
- To evaluate if teaching has been effective and inform the next steps of planning

Effective feedback:

- Clearly relates to the objective/success criteria of the lesson
- Is meaningful for the pupils
- Happens during or as soon after the lesson as possible
- Identifies next steps for pupils
- Informs future planning
- Is mostly positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child
- Focuses on the task
- Offers strategies rather than solutions

#### 2. Types of Feedback

Pupils work is marked in different ways for different reasons. “It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and ‘quality marked’. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge.” *Formative Assessment in Action*, Shirley Clarke.

##### a. Acknowledgement Marking

Some work is acknowledgement marked with a tick (or special stamp/sticker) to say that the teacher has seen it and it has been completed according to the instructions given. If a child has not completed the work appropriately or the presentation is inappropriate, a comment will be made. Teachers or pupils will record if work has been completed with an adult, in a pair or in a group. Teaching Assistants and cover teachers will be encouraged to sign or initial any work that they have marked.

##### b. Formative Feedback

Formative feedback informs the pupils what they have done well in relation to the learning objective and gives them next steps to develop their learning further. It also informs the teacher’s planning – sometimes the key focus for

marking will be recorded in a teacher's planning document. If a mistake is not relevant to the learning objective, it is not always corrected e.g. if a child has used lots of ambitious words but spelt them wrong, these won't all be corrected unless the piece of work is to be presented neatly in future. Some common and level appropriate errors will be marked following our marking code, particularly in writing activities (see appendix A).

### c. Self Assessment

Pupils are encouraged to self assess their work, especially in English (reading, writing, speaking and listening) [KB1][KB2] and maths. This is done through a traffic light system (see appendix B) and teachers remind pupils of the learning objective so they can assess themselves against this. If relevant, pupils may have a copy of the success checklist in the book to aid their self assessment. Self assessment happens in most English and maths lessons. Children are encouraged to write notes to the teacher about their work.

### d. Peer Assessment

Pupils are encouraged to engage in constructive peer assessment in maths and English as well as other subjects in the curriculum. This may be in verbal or written form. Pupils are taught how to be constructive with their comments and also how to receive compliments about their work. They also learn how to engage in conversations about their work.

## 3. Types of Formative Feedback

### a. Verbal

In Key Stage One and the Foundation Stage, formative feedback is most likely to be done verbally, in discussion with individual pupils or small groups. There will be an indication on the work that feedback has been given. A record of what was said may be recorded on the work or in the teacher's assessment notes although a written record is not essential. Verbal feedback will also happen in Key Stage 2.

### b. Written

Written feedback is more likely to occur in Key Stage 2 although will also be suitable for some pupils in KS1. Effective written feedback identifies what the pupil has done well and identifies steps forward through a reminder, scaffolded or example prompt (see appendix C). Feedback can be written neatly in any colour but it is advised to use a contrasting colour to the child's work. Teaching Assistants and cover teachers will be encouraged to sign or initial any work that they have marked. In a job share, both teachers sign their marking.

## 4. Feedback Response Time

Feedback is most meaningful when pupils have an opportunity to act on the feedback given and to enter into dialogue with their teacher. It is also most effective when it is done as soon as possible. In KS2, this is planned into the lessons or plenaries, giving pupils an opportunity to try out the ways forward as suggested by their teacher. Pupils are also invited to respond in written form to the teacher or there may be opportunities for further verbal discussion. In KS1 and EYFS, this is more likely to be in immediate response to verbal feedback received.

## 5. Pupil Conferencing

There are some opportunities for pupil conferencing which staff identify in their planning. These are often for children who have difficulties in an area of learning or in accessing the curriculum. Our aim is to increase these opportunities to ensure all children can benefit from them. Staff and pupils discuss questions similar to those in the proforma (Appendix D). [KB3]

## 6. Regularity of Marking

All maths and English work is marked at least twice a week in all year groups, to inform planning. This is usually to give formative feedback but there is some acknowledgement marking. Where relevant, other work is given feedback at least once a week, again using a combination of feedback types.

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