RIVERSDALE PRIMARY SCHOOL

Marking and Feedback Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)

Our aim is to ensure that children are provided with timely purposeful feedback and marking that furthers their learning. Teachers are able to gather feedback and assessments that enables them to adjust their teaching both within and across a sequence of lessons.

What is the Policy?
All adults working with pupils across the school will provide feedback to pupils on their personal, social and emotional needs, they will support pupils with their emotional development by ensuring time is made to support this development within the classroom environment.

Feedback and Marking 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 stage in the learning process:
1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

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 further improvements, especially for younger pupils.

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 from immediate action - May involve use of 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 code.	- Lesson observations/learning walks - Some evidence of annotations or use of marking code/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/learning walks - Timetabled pre and post teaching based on assessment - Some evidence of self or peer assessment - May be reflected in selected focus review feedback (marking)
Review	- Take place away from the point of teaching - May involve written comments/annotations for pupils to read/respond to - Provides teachers with opportunities for assessment of understanding - Leads to adaptation of future lessons through planning, grouping or adaptations of tasks - May lead to targets being set for pupils' future attention or immediate action	- Acknowledgement of work completed - Written comments and appropriate responses/action - Adaptations to teaching sequence tasks when compared to planning - Use of annotations to indicate future groupings

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives. In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. Class teachers will mark all work using Green pen, teaching assistants will use Blue pen and students will use purple pen.

Target-Setting

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases, targets are clearly set out through use of the marking code and accompanying comments. They are reviewed regularly by both pupils and teachers and updated when they are achieved. Where targets remain for a long period, these should be reviewed to take account a of a child's needs and progress.

What are the expectations?
- Each class teacher is free to determine with their class how they will provide feedback.
- Pupils should be able to explain how they get feedback from their class teacher.
- There is no expectation that verbal feedback will be recorded.
- There is an expectation that feedback will have a direct impact on pupils' outcomes.

How is the policy monitored?
- All staff are responsible for the effective implementation of this policy.
- The policy will be monitored through conversations with pupils and class teachers.
- Pupils work will form an important part of the monitoring process; however, this will always be carried out alongside the pupils to allow them to provide vital input into the feedback process.

Who is the policy for?
- Pupils – to ensure that the feedback they are provided with enables them to make progress
- Staff – to enable them to use their professional judgement in how best to provide feedback to their pupils
- Leaders – to ensure that pupils outcomes and teacher workload are protected
- Parents – to support them in understanding how feedback is provided to their children

Pupils are expected to:
- Ensure that the feedback they are provided with enables them to make progress –ask questions.
- Pupils are expected to be active reflectors- to use self and peer assessment to further their learning.
- Be proactive in taking on advice and giving advice.
- During parent meetings children are expected to be able to clearly articulate what their next steps are for improving their progress across the curriculum.