



Grange Primary School

Feedback and Marking Policy

September 2016

Marking and Feedback Policy

Rationale

At Grange Primary School, we believe that marking is about responding appropriately to pupils' work. Some of this is found in books and on presented work, but much of pupils' practical work, and their learning experiences, results in *verbal* feedback. It is, therefore, important to focus on feedback as a whole, rather than on written annotations and comments only.

Aims

Feedback to pupils should:

- Boost self esteem by showing that we value their work and encouraging them to do the same;
- Indicate areas of success in their work and give guidance on how far they have come in their learning;
- Gauge their understanding and identify any misconceptions;
- Indicate areas of future improvement and what the next steps are;
- Scaffold pupils' efforts towards such improvement;
- Promote self assessment;
- Aid their future learning and inform lesson planning;
- Help the children share their progress with others, including parents.

Principles

- The process of marking and offering feedback should be a positive one;
- The marking should always relate to the learning objective;
- Comments should be accessible to the pupil by being age and ability appropriate;
- Pupils should be encouraged to self and peer assess;
- Good quality feedback involves dialogue between teacher and pupil while the task is being completed

Good Practice

- Pupils should be given clear guidance on how to improve their learning and need to know;
 - where they are in their learning
 - where they need to go (their next steps)
 - how to get there (what improvements they can make)
- Pupils should collaborate with the teacher to develop success criteria, which is then used to scaffold the learning activity;
- Pupils use success criteria to scaffold their own self assessment and their assessment of peers
- The teacher models the process of giving feedback, and helps pupils develop the skills and approaches to do it themselves
- The teacher structures quality feedback
 - (1) Highlight success – referring to the learning objective or success criteria
 - (2) Identify an area for improvement (not always the worst part)
 - (3) Give an improvement suggestion (a prompt that will help the learner make the improvement)
 - Reminder: reminding pupil of the learning objective/success criteria
 - Scaffold: giving examples of what they could do or asking focused questions
 - Example: giving the pupil concrete examples or suggestions that they can use
 - (4) Give time: Give the pupil an opportunity to read the improvement and respond to it (use of 'Purple Polishing Pen')
- Different types of feedback can be appropriate for different purposes, including:
 - Oral feedback
 - Acknowledgement marking (dated, signed)
 - Ticking
- Feedback is unhelpful when it is, too kind, too vague, too critical, too excessive or too late.

Marking and Feedback connected to spelling, grammar and punctuation

Staff will comment on spelling, grammar and punctuation in the following cases:

- If spelling, grammar and punctuation were part of the lesson focus/objective
- If it is a spelling/high frequency word or phoneme that the pupil should know
- If it is related to the child's individual target
- If it relates to technical, scientific or key vocabulary

Agreed Procedures

- Learning Objectives are displayed
- Success criteria generated with pupils
- Feedback is given against the learning objective and success criteria
- Feedback should focus on successes and what needs to be done to improve
- Feedback is carried out regularly
- Feedback is given throughout the lesson

Monitoring

The school leadership team/curriculum leaders should review marking and feedback. This will be done through monitoring samples of books and during lesson observations, looking for evidence that the policy is put into practice and agreed procedures are being used. This policy should be reviewed in line with the school cycle.

Appendix

- Strategies to support the policy
- Feedback abbreviations

Strategies (this is an example of some of the strategies used at Grange Primary School – non hierarchical)

<ul style="list-style-type: none"> · 2* and a wish · 4 GB's · Abbreviations for feedback · ABC cards · Annotated next step plans · Assessment sheets/LSA assessment sheets · Bean bags · Celebration Assemblies · Class code · Coloured cups (traffic lights) · Coloured trays (traffic lights) · Culture/Vision · De-contextualised learning objectives · Exit passes · 'Face' fans · Feedback symbols · Focus groups · Group work · IWB activities · Key questioning · Lollysticks · LSA feedback/support · Mini plenary · Mini whiteboards · NAPE – Novice, Apprentice, Practitioner, Expert · Next Steps · No hands up 	<ul style="list-style-type: none"> · Observations · Oral/Written feedback · Pink/green lolly sticks · Pink/Green pegs · Pink/Green cards · Pinking and Greening · 'Post it' notes · Planning · Plenary · Praise Pod · Preliminary assessments · Problem solving · Purple Polishing Pen · Recap prior learning · Reward charts · Self and peer assessment · Sharing work across the school · Skills checks · Smiley faces by learning objectives · Stamps and spots · Stick pick (IPad app) · Success Criteria · Response partners · Teacher modelling · Traffic lights · VAK lessons · Visualiser · Wonder wall · Work shares · Working walls
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Suggested feedback and marking abbreviations

DT	Discussed with teacher
LSA	Learning Support Assistant
FG	Focus Group
I	Independent
S	Supply Teacher

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