



Marking and Feedback Policy

Reviewed: Autumn 2017
Next review date: Spring 2019

.....
Headteacher

.....
Date

.....
Chair of Governors

.....
Date

Featherstone Wood Primary School

Aims:

At Featherstone Wood Primary School we have high expectations and believe that all children should be given the opportunity to succeed. Based on research from Sutton Trust, we know that children make accelerated progress based on quality feedback and as such, is one of the strategies that has the highest impact. At Featherstone Wood we aim to have a marking and feedback approach across the entire school to ensure consistency for the children. With a consistent approach across both Key Stages, we aim to enable all children to be articulate about the skills being learnt and the behaviours surrounding learning.

When looking at children's recorded learning, an embedded marking and feedback policy will enable staff to deliver next steps in a timely fashion, use assessment for learning immediately so that children continue to make progress and are challenged appropriately. Children will know their next steps, will be able to see where they have been successful and be given the opportunity to respond to feedback from an adult to extend their learning.

Marking Learning:

Learning in all areas of the curriculum will be marked using a pink highlighter to denote where a child has demonstrated the desired skill and a green highlighter will denote where the child has not yet met the required skill being taught. Evidence in the child's work relating to such a skill will be highlighted. Skills not specifically being taught in that lesson do not need to be commented on or marked. Once highlighted, the skill in the success criteria can then be highlighted along with the learning intention in either pink or green accordingly. A comment can then be given besides a pink mark after the learning to reinforce a skill the child has done particularly well. Adults write in green and questions, in maths for example, will be ticked if correct or identified with a green dot rather than a cross if not.

Responding to Feedback:

Adults can give written or oral feedback. Children need to be given time to respond to such feedback and this should be done in a red pen or red pencil in Years 1 and 2. Time can be planned as a lesson starter to respond to feedback and the learning intention planned and shared as 'to respond to feedback'.

When marking learning adults will put a green highlighter mark with a written next step. This relates to the skills being taught in that lesson that the particular child has not quite grasped or is an extension of a skill that has been demonstrated competently. In addition, adults could give a next step which helps a child to apply a skill, particularly in maths or science for example.

Once a child has responded, an adult will need to check the response to ensure that it is correct and initial it in green pen. Children need to read adult's comments on their learning and initial that they have read it by initialling in red, or in KS1, writing their name in red pencil.

Adults will give feedback which could contain a scaffolded comment, i.e. a calculation written out or a sentence written where the child needs to fill in the gaps with their red pen or pencil. Again, this is linked to the success criteria where a child has received a green highlighter mark.

Featherstone Wood Primary School

Self-Assessment and next steps:

Before handing in learning for marking, at the end of a lesson children will use yellow highlighters to underline where they have met the success criteria in a lesson. In this way, adults highlight through the learning recorded and children underneath e.g. 'Getting closer, the man grew in height, his arms waving in anger.' Supposing the success criterion was to use varied sentence openers, this could indicate the child knew they had met the success criteria and that the adult agreed with them.

Visualisers in the classroom are invaluable and can be used for modelling by adults and children. With regards to feedback, visualisers in the mini-plenary or main plenary will be used to draw out teaching points and next steps. This again can be through the use of highlighters by the adult and a yellow highlighter by the child. Other children can support here by suggesting what has been done well or what feedback a child should get through peer assessment.

Next steps can be identified with a green highlighter as a next step target. Such targets can be acted upon in the next lesson as teachers use their assessment for learning judgments or immediately to provide higher impact. Next steps can be recorded in the target books each child possesses and needs to be met 3 times across different pieces of learning to ensure that target is embedded. Targets will be dated when set and marked off in the children's learning where there is evidence, first by the child to self-assess and then by an adult. Dates met will be recorded in the target book.

Peer – Assessment:

Children will use purple highlighters to assess each other's learning against the skills being taught in the lesson. The children can underline in purple where evidence is seen in a peer's learning or alternatively give feedback to peers by putting a purple mark in their books and writing a comment beside it.

Spellings and handwriting:

Spellings and handwriting will often need commenting on, especially if a certain sound for example has been taught and transferred into writing or not. Good spelling, grammar, punctuation and handwriting need constant reinforcement, both written and orally. Children will again need to respond in red and make their corrections. This could possibly be by writing a spelling correction above the incorrect spelling or by re-writing a sentence after an adult's comment. Spellings and grammatical mistakes will be identified at least once a week.

Across the Curriculum:

Marking and feedback needs to be developmental in all parts of the curriculum to move children's learning forwards. In addition to the skills being taught in topic lessons, praise and feedback need to link to literacy and maths skills too, to ensure children transfer skills into all areas of their learning.

Shared Responsibility and modelling:

To ensure that children are given the highest level of feedback it is essential all adults working with children have the same shared approach. All adults will use green pen, and pink and green highlighters and encourage the use of red pens for feedback. When giving feedback, all adult

Featherstone Wood Primary School

handwriting will need to reflect the School's policy. Learning displayed in classrooms and around the school will have been marked in accordance with this policy and colour photocopied for display.

The following codes will be seen across the school:

•	Incorrect
✓	Correct
TM	Target Met (adult)
TP	Target Met (pupil)
sp	Spelling to check
gr	Grammar to check
//	New paragraph needed
I	Independent Learning
S	Supported Learning
ST	Supply Teacher

Linked policies

Calculation policy
Assessment policy