

# Dove CE Academy



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## Marking and Feedback Policy

Policy approved by the LAC: Feb 2020

Policy will be reviewed by: Feb 2022

### Vision

At Dove CE Academy we aspire to be a safe, caring, nurturing, community. Providing firm foundations rooted in the Christian faith. Inspiring all to grow and flourish.

### Values

At Dove CE Academy we uphold the following Christian values:

- Kindness
- Perseverance
- Respect
- Honesty
- Self-control
- Forgiveness

Our educational philosophy is rooted in these values.

### Philosophy

All children have a right to an education that offers equal opportunity and an inclusive curriculum in a community which develops sensitivity to differences and allows all to grow and flourish. We believe that, through our approach to marking and feedback, we can raise standards and help children to recognise their own strengths and areas for development. Each child is encouraged and supported to achieve spiritually, socially and academically, within the Christian church school ethos of love and respect for all.

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## Aims

At Dove CE Academy, we aim to:

- Provide the highest quality of teaching and learning for our school community.
- Develop, encourage, support and challenge each child to achieve their potential.

Using the principles of effective feedback we aim to:

- Monitor progress and support learning.
- Provide clear and personalised feedback and guidance to pupils on how to improve their work.
- Recognise the achievements of children.
- Guide future planning, teaching and curriculum development.
- Provide appropriate support for pupils with individual educational requirements and respond accordingly

## Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective feedback at Dove CE Academy.

Please read this policy in conjunction with our other policies:

- Teaching and Learning
- SEN and Inclusion

## Rationale

Dove CE Academy is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback that has an effective impact on progress and learning should be focussed on verbal discussions whenever possible therefore allowing a child, group or class to act in-situ to make improvements to their understanding and work and move their own learning forwards. It should be viewed as a positive process so that the learner is actively involved in reviewing, consolidating and extending their own learning.

## What are the principles that guide the school's approach to feedback?

Effective feedback should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be accessible at the child's level of comprehension

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- When written, it should be in handwriting that is legible and a model for the child
  - Allow time for the children to reflect and respond
  - Involve all adults working with children
  - Give recognition and appropriate praise for achievement
  - Give clear strategies for improvement
  - Relate to the learning objective/success criteria of the learning set and individual needs of the learner
  - Be consistently followed by teachers and TAs across the school in line with the policy
  - Positively impact on the learner's progress.
  - Be used to help inform future planning and group target setting
  - Use codes and symbols when giving written feedback in books as detailed in this policy (see below)
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- Follow National Centre for Excellence and Teaching Mathematics (NCETM) guidance for Maths marking (see below)
  - Take place during learning activities (lessons/interventions) whenever possible to allow effective and immediate feedback to be given.

## How do we give feedback on children's work?

The following strategies can be used to provide feedback:

### 1. Verbal Feedback

This means the discussion of work directly with the child and mainly takes place during the lesson or learning activity. This kind of feedback is the most powerful, since it allows children to instantly take developments on board and move their learning forwards. Dove CE Academy recognises the importance of children receiving regular verbal feedback. The adult will initially give feedback to the child during the learning wherever possible. This could be about how they have met the learning intention and/or questions about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will be marked 'VF' with a few words or phrases to summarise the discussion. Children of all ages need verbal feedback and this is particularly important in the early years and KS1 where children may be unable to read a written comment.

### 2. Self-assessment and Peer Marking

From an early age, children at Dove CE Academy are encouraged to check their own work - for example against success criteria or a modelled example - explain and reason

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their understanding and support each other with feedback on learning and achievement. Children should be given the opportunity to deepen their own understanding of their learning by acting as feedback partners. Children should be trained to do this and ground rules set: such as listening, focus on particular part of their learning, etc. Children should first point out positive elements of the work then suggest ways to improve the piece but only against specific elements e.g. spellings from the relevant spelling list, punctuation from age related targets or against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book with their own initials to give them ownership of the process.

### 3. Written feedback (Marking)

Teachers and Teaching Assistants record when feedback has been given in green pen and in age-appropriate writing on children's work. Codes and symbols should be used as included in this policy - these are used to show when a discussion between the adult and learner has occurred. If written remarks are required which are marked away from the learner or after a lesson that cannot be addressed through verbal feedback, staff should use the codes to focus on specific areas for improvement such as spelling and grammar and/or brief 'next step' comments that have impact on learning rather than writing out sentences such as 'Well Done, that was a great piece of writing' or 'what a good effort today, keep it up'. The emphasis should be on areas for development against the learning objective and success criteria:

- *A reminder prompt - e.g. What else could you say here? Where could you use a fronted adverbial?*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".*
- *An example prompt - e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*
- *A clear next step - e.g. "Next step: Use a range of conjunctions."*

Widespread misconceptions or development points should be further addressed in planning as teaching points with a group or the whole class.

Learning should never be marked purely due to the notion that all learning requires comments, it should be effective in moving children's learning on. There has been much debate in recent years about the value of so-called 'deep' marking. At Dove CE Academy, we have ongoing dialogue with a range of other educational professionals through MAT updates, pyramid events, subject

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updates and moderation meetings. We also engage with DFE/OFSTED guidance and educational research.

## **What about correcting spelling, punctuation and grammar?**

The Primary Curriculum has high end-of-year expectations for standards of spelling, punctuation and grammar.

When children have completed a task in any subject where they have used writing, teachers ask them to check and correct their work based on previous learning and obvious mistakes e.g. words missing, incorrect verb tense used, capitals used incorrectly or missed out. Children have a range of resources to check their spellings in class including modelled work on interactive boards, asking a friend, word mats, displays and dictionaries for older children. Children are expected to edit their work based on taught spellings from the relevant spelling list for their year group or the spellings they are working on appropriate to their level of learning and development. These words will also be corrected by the adult marking the work in any subject.

## **Response to Feedback**

Children respond to both verbal and written feedback, using a purple pen where possible to improve their work further.

Specific time is allocated for responding to feedback in all classes - this is organised as appropriate for each class and does not happen at the same time across the school.

## **Same day interventions**

As teachers and teaching assistants are assessing the children within the lesson it becomes apparent that some children haven't quite grasped the concept or have fallen behind in their learning. In these cases we work on a same day intervention with the child. This happens most often in maths and phonics. It consists of a short highly focused activity based on a very specific identified need. This may be revisited a few times throughout the day.

## **Maths (NCETM Guidance)**

As part of the mastery approach, staff follow NCETM guidance for marking and feedback in maths. Further information can be found at:

<https://www.ncetm.org.uk/files/33333022/NCETM+Primary+Marking+Guidance+April+2016.pdf>

The most important activity for teachers is the teaching itself, supported by the design and preparation of lessons. Marking and evidence-recording strategies should be efficient, so that

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they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

It is important for teachers to distinguish between a pupil's simple mistake and a misconception that reflects a lack of understanding:

- For mistakes, it is often enough to simply indicate where each mistake occurs, and encourage pupils to correct them;
- If misconceptions arise which demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed within the lesson or as part of the next lesson.
- Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.
- Whilst individual next-steps or targets are written into pupils' books. The next lesson should be designed to take account of the next steps for the class.

## **How do teachers in the foundation stage (Reception children) give children feedback on their work?**

In Early Years, the teacher focuses on giving verbal feedback to the children but may write a comment with the child. Staff also write comments on the work or may scribe what a child has said, as part of the process of gathering information for assessment and planning purposes. Self-editing is introduced when pupils are ready and able to do so. This is taught and guided to start with and monitored as the children begin to do it independently. Not all children will reach this stage by the end of EYFS.

## **How will this policy be monitored and evaluated?**

The Principal and subject leaders will monitor books and talk to children about their work. Feedback and support is then provided to staff.

## **Monitoring and review**

The policy will be monitored throughout the school year and amended when appropriate.

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Dove CE (VC) agreed marking codes EYFS and KS1		
Teacher/TA used code	What does the code or symbol mean?	Self/Peer assessment codes used by children <small>(learning stage appropriate)</small>
<b>Own initials</b>	To show work taught or marked by a supply/covering teacher (adult) or discussed with peer partner (children)	<b>Own initials</b>
<b>TA</b>	Child's work marked or verbal feedback given by Teaching Assistant	
<b>VF</b>	Verbal Feedback - discussion with pupil about their learning with brief summary of discussion points	
✓	Child has actioned teaching point from lesson or VF suggestion for progress/improvement	
<b>P</b> <b>I</b> <b>G</b> <b>S</b> <b>HS</b>	Paired work Independent Group Work Teacher/TA supported work High level of support Teacher / TA	<b>P</b> <b>I</b> <b>G</b> <b>S</b>
<b>Challenge</b> →	Moved on to more challenging learning	
<b>SDI</b>	Same day intervention - issues with learning addressed later in the day with Teacher/TA to ensure progress	
<b>R</b>	Maths only - reasoning question has been asked or is focus of discussion and verbal feedback e.g. How do you know...? Explain why... Can you prove...?	

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Agreed marking codes KS2 (and KS1 when ready) as above plus the following:	
<b>Sp</b>	You've made a spelling mistake - check with a friend or using a classroom resource e.g. word mat/IWB/display/dictionary.
	Used between words - there is something missing here e.g. a word/phrase.
	Missing or incorrect punctuation/capital letter (may be used on its own for younger children or in conjunction with C or P - see below)
	Something doesn't make sense
<b>C</b>	Capital letter needs checking (may be missing or incorrectly used)
<b>P</b>	Punctuation needs checking (may be missing or incorrectly used)
<b>//</b>	You need to start a new paragraph here or go onto a new line (e.g. if writing dialogue).
	Check point initialled by T / TA
	Demonstrates child has met learning objective within work
	Number reversals children to correct and do a line of correctly formed numbers at bottom of the page.
<b>.</b>	Look at this again you have made a mistake
<b>SL</b>	Shared learning

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<b>GP</b>	<i>Guided practice</i>
<b>IP</b>	<i>Independent practice</i>
<b>E</b>	<i>Explore</i>
<b>GD</b>	<i>Greater depth</i>