

# *Lyminster Primary School*



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## Feedback & Marking Policy

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Lyminster Primary School Wick Street, Littlehampton, West Sussex, BN17 7JZ

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**POLICY**



## Feedback & Marking Policy

### Philosophy

Feedback is absolutely vital for children to develop, learn and progress. For it to be effective, it needs to be manageable, constructive, and meaningful, and we believe this is best achieved through a balance of teacher- and peer-feedback, as well as self-reflection and assessment. The principal role of the practitioner is to guide this process and ensure it is effective, using their professional judgement as to when to use which approach, and to what extent feedback is individualized, targeted or delivered at a whole-class level.

### Aim

To raise the achievement and self esteem of children by enabling prompt, regular and diagnostic feedback about their work to enable them to make progress.

This could be through:

- Motivating the child with specific praise or encouragement;
- Addressing a misunderstanding;
- Reinforcing a skill or key piece of information;
- Extending a child's understanding or ability to do something, including through additional challenge.

### Principles

We believe that feedback will be most effective when the following principles are applied:

#### **Shared Principles**

- It provides opportunities for prompt and regular spoken or written dialogue between or with the pupils;
- Teachers and pupils are clear about the learning intentions of a task and the criteria for success and that the marking or feedback is directly related to the learning intention;
- Teachers provide (and peers are trained to provide) constructive suggestions about ways in which the pupil will improve his/her work;
- Teachers agree next steps with the pupil;
- **Time must be given to make improvements to learning**

#### **Pupil Centred principles**

- Pupils are encouraged where appropriate to comment on the work themselves before handing it in or discussing it with the teacher;
- Pupils are given the opportunity to assess individually, in pairs, or in groups;
- Pupils are given time to act upon feedback given.

#### **School Centred Principles**

- School practice is consistent and in line with the overall protocols on Assessment, Recording and Reporting throughout the school;
- The marking policy is discussed whenever necessary to ensure that it is understood by all new members of staff and that practice continues to reflect school policy.

### Purposes

Some research has shown that grades/levels or grades/levels accompanied by a comment are not the most effective way to raise standards. Developmental comments alone are more likely to raise standards as they help students understand the main purposes of their learning and thereby grasp what they need to learn.

Effective feedback/marking therefore must:

- provide a focus on learning objectives/success criteria;
- provide oral and/or written feedback as appropriate;
- provide the teacher/support staff with an evaluation of the lesson;
- confirm that the learner is on the right track and suggest areas for improvement. Suggestions for improvement will act as 'scaffolding'
- provide students with opportunities to assess their own and others' work and give feedback;
- ensure that students understand their achievements and know what they need to do next to make progress;
- encourage students to reflect on their own work before 'handing it in';
- help 'close the gap' between actual and desired progress;
- help 're-connect' the pupil with previous learning;
- provide alternative direction if a learner continues to fail in a given task;
- give students time to act upon the feedback given by the teacher or another student;
- help set the next piece of work with other information to adjust future teaching plans;
- provide a record of a student's progress;
- provide challenge;
- help set curriculum targets;
- help parents understand strengths and areas for improvement in their child's work.

### **Differentiation**

Teachers should employ differentiation of feedback in a manageable way and at the same time ensure that pupils know they can move forward. **This can be achieved by modifying the form or content of the comments made to suit the ability and age of the pupils.**

### **Motivating Students through feedback**

We use a mix of strategies to motivate and encourage students' enthusiasm to learn through:

- Positive acknowledgement of work;
- Linking peer and self marking, and completion of challenges to positive behaviour policy;
- Suggesting alternative ways in which they can improve their work;
- Encouraging comments on areas needed to develop;
- Highlighting progress made.

### **Monitoring**

The monitoring of the implementation and effectiveness of this policy will be the responsibility of the Assessment Lead, supported by Phase Leaders, and the Subject Leads, through the range of processes identified in advance in the annual monitoring schedule. Subject Leaders may add their own monitoring activities and schedule.

The monitoring of the impact of this policy on teachers and their workload is the responsibility of the Headteacher and the Governing Body.

### **Protocols and Processes:**

Over time, each child is expected to have had a roughly equal balance of self-, peer- and teacher-feedback techniques applied to their work/learning, as observable in their workbooks and in lessons.

Although we do not get 'hung up' on colours, generally blue pen is used (particularly by their pupils) for editing, improvement, and self- and peer-assessment. Green pen is generally used for teacher feedback.

Where feedback is oral, and particularly in the younger years, realistic and manageable strategies should be in place to evidence a proportion of this over time. It is not expected that all oral feedback is evidenced/written down, however to inform parents and other practitioners there should be sufficient in the workbooks/portfolios over time to give useful and reasonably regular assessment information. **Where the impact of feedback is self-evident through pupil voice or improvement, this is sufficient.**

Although all work is expected to be acknowledged by the teacher, vitally to inform their assessment, it is not expected or encouraged for teachers to give voluminous written feedback where this would not be effective. Where it would have impact – notably on sustained writing pieces by older children – it should always be proportionate to what that child can understand, take on board and reasonably act upon.

All children should have very regular time to consider their feedback, and usually this should be promptly acted upon, particularly with regard to practising corrected spellings or suggested editing.

'Next Step Questions', or 'NSQs' can be used to move the children on in their learning as a short follow-up to the lesson based on what has been fed-back. It is expected that NSQs are set for most significant pieces of work – those tasks where children are expected to apply new learning, such as drafts of pieces of writing, research tasks, or investigations. These NSQs should take a balance of individualised, targeted or most-of-class over time.

For significant pieces of work (see above for the definition of this), the right-hand page(s) of work books are kept clear for editing, feedback and improvement, incl responses to NSQs.

Double-ticks are used to highlight specific successes from which other children can learn, or that the child should know to replicate and continue to embed into their future work.

Children are expected to set termly targets for themselves in Writing and Maths, and review them with reference to evidence from their work. This starts in Year 1 with a Writing target and should include Maths by Year 2. This target setting and review could take various forms based on practitioner judgement as to what is most effective for their children, but school-recommended approaches include 'Prove It' pages or flip-ups with stage-related performance criteria to choose from and 'check off'. Phase Leaders are responsible for ensuring progression and efficacy in their phases, reporting back to the Assessment Leader who will have the whole-school view.

Children also set targets for themselves in Reading and the Wider Curriculum bi-annually, through the 'Child Report'. They set targets for their own personal development through/during our PSHCE work and assemblies.

Children are given time to reflect on their progress as part of target-setting and review, but also through half-termly 'Golden Dragon' sessions where the children decide who to nominate for visible progress in learning.

**How our Processes will be made Meaningful** is through relating all feedback to very clear and specific success criteria for each task, and by giving children the time and guidance to act on it appropriately.

**How our Processes will be made Manageable** is through giving the children as much ownership over the process as is realistic and impactful, and through investing the time in training the children to be effective self- and peer-assessors. Time will be set aside for this, and to secure constructive response. Teachers are also encouraged to use strategies to minimize time unnecessarily spent on marking workbooks in-between

lessons, for example through displaying NSQs on the interactive whiteboard, using codes understood by the children, and ensuring closed/practise questions are marked by the children in the lesson.

**How our Processes will be made Motivating** is through giving specific praise and rewarding effort and achievement through our Positive Behaviour Policy. Children will also be encouraged to see, reflect on and appreciate the progress they are making over time as a result of feedback, including through our 'Golden Dragon' sessions.

See Also:

Positive Behaviour Policy;

Teaching & Learning Policy;

Assessment & Reporting Overview