



Southfields Primary School Marking and Feedback Policy

Written by: SLT

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Last reviewed on: Autumn 2021

Next review due by: Autumn 2022

This marking and feedback policy is followed by all staff

Rationale

- To create a feedback policy that puts the relationship between pupils and teachers at the heart of it.
- To enable teachers to be professionals and to allow progress.
- To reduce workload and make it purposeful.
- To give pupils immediate feedback as close as possible to the point at which the work was done.
- To ensure that peer assessment and self-assessment is effective so that more time can be spent addressing misconceptions.
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Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Intent

Southfields' Aims

1. The sole focus of feedback should be to further children's learning; it should respond to the individual needs of the children to make progress.
2. Feedback should empower children to take responsibility for improving their own work and make a difference to them both academically and personally, emotionally and socially; it should be motivational and developmental.
3. Inform future planning of lessons
4. Children should receive feedback from all adults across the school either within the lesson itself or in the next appropriate lesson to identify next steps.
5. Effective peer and self-assessment develop reflective and metacognition skills.
6. Be manageable for both the child and the teacher.

Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. Within these aims, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers can gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons

Pupil articulation of learning:

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the outcome) and how will it help me?
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?
- What feedback have I received and how will it help me improve?

Teachers should evaluate and reflect on their lessons:



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- Were there successes to engage the children?
- Was the learning challenging?
- Is the learning engaging?
- What are all the adults doing to help learning in the classroom?
- What didn't work in the lesson and what will I need to change for the next lesson?
- How did my feedback support each child to progress?

Implementation

Providing Purposeful and Meaningful Feedback to pupils at Southfields:

Feedback should give a deeper understanding or suggest improvements in children's work. We know that pupils make the most gains in lessons when feedback is immediate, and misconceptions are addressed at the point of learning. Therefore, we have adopted a 'responsive teaching' 'assessment for learning' feedback approach as a strategy. We respond to the needs of the individual. Live marking and verbal feedback is a strategy we use to provide immediate feedback.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants / additional adults will use their time to support and guide individuals or groups of pupils as misconceptions occur or further challenge or support is required. This may lead to fluidity in attainment groupings within lessons so that the needs of all children are met.

Instant and responsive interventions will be used within a lesson and are delivered by teachers or teaching assistants. These may take the form of a pre-teach, in-lesson intervention and/or a post lesson intervention. – showing the children, the successes they have achieved and giving extra direction to support or challenge learners

Feedback Strategies:

Strategies teachers might use within their class are:

- Talk partners (A and B so that all children can discuss their thoughts), no hands up approach, cold calling, open and closed questioning to deepen understanding and to ensure that all pupils are involved in the feedback process.
- Peer and self-assessment. The children will be taught to mark accurately, honestly, and - for peer-marking, kindly but linked to the objective and success criteria.
- Basic skills errors will be marked when seen, and children will be given time to reflect and edit their learning through peer assessment, self-assessment and adult feedback to build on their learning.

Addressing Teacher Workload:

At Southfields Primary School all work will be looked at, however, due to 'responsive teaching approach' that has been given, there is no expectation for extensive written feedback in books, but this may be used when appropriate. A lengthy next step comment is not necessary as misconceptions will be addressed in the next lesson or there and then. Equally, further challenge can be addressed in the next lesson as well. Where teachers provide written feedback to support learning, the marking policy is used, and children should understand the codes and how to use to improve their work. **See Appendix 1.**

Practical Activities:

As part of enriching our children's lives, learning may take place through practical activities, which may result in no written recording. If a practical activity takes place, then it will show the progress in the written work at the next opportunity.

Impact



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The Headteacher and senior members of staff will conduct termly book looks, learning walks and lesson observations to monitor the 'Feedback Policy' and support the review stage. These members of staff will ensure that the policy is being consistently applied; that all pupils understand the policy and that it is having an impact on standards.

Stages and opportunities for formative assessment

1. Teacher explains
2. Teacher models
3. Teacher checks for understanding
4. Student engages in guided practice with scaffolding as needed
5. Scaffolding and support and support is gradually withdrawn
6. Student engages in independent practice; straight to this will lead to children going back to what they know
7. Student becomes fluent

Consistent language - I do, we do, you do

AFL strategies

- Monitor the quality – tracking, not watching
- Show-me boards – use of whiteboards for assessment
- Questioning
- Use a of visualiser to support assessment
- Written and verbal feedback
- Think, pair, share



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Teachers will mark your work with a **green pen**. They will make comments with a **green pen**.

You will use a **purple** 'editing' pen to assess your work and your partner's. You should use the symbols in the box below. Younger children may use a happy or sad face for self and peer assessment to show what has gone well and what could be improved.

If you are not in school when the work is completed your teacher will add the letters 'ABS' to your book.

You will always be given a learning objective by your teacher, so that you know what you are learning. This must be written in your book and underlined.

You must always write the date in your book. In your maths book you should always write the short date e.g. 5.1.21. In all of your other books, you must write the long date e.g. Thursday 22nd March 2021.

Southfields Community Primary School - Marking Codes

VF	Verbal Feedback – you have discussed your learning with an adult and know what to edit from the conversation.
I	Independent – you have completed this learning by yourself without support
TS	Teacher Supported - You have been supported by a teacher in completing your learning
TAS	TA Supported – You have been supported by a Teaching Assistant in completing your learning
NS	Next Steps – This will tell you what you need to do next to deepen your learning further. Please reflect on this and complete what you have been asked to do.
	Pink Dot – This shows an error. Please check this and correct it.
Pink Underlining	Pink Underlining – Re read and check this part of your learning. Edit and improve.
	Green Tick - This shows you have got the correct answer or have met the expectations for that task.
^	Omission – You have missed a word or some punctuation. Re read the sentence and put the missing word or punctuation in.
HP	Handwriting and Presentation – You need to improve your handwriting and/or presentation. Please choose the selected part of the work and re-write it to show you have tried to improve this.
Sp	Spelling – You have made a spelling error. Use a dictionary and find the correct spelling. Write the word 3 times at the end of the piece of work to show you have practised it.

In Early Years, to ensure that feedback is purposeful and has impact, the staff utilise the following codes. These have been agreed upon to help facilitate a common understanding of pupils' strengths and areas for development amongst staff in the setting. The feedback is discussed verbally with children.

Southfields Community Primary School – Early Years Marking Codes



**Southfields Primary School
Marking and Feedback Policy**

ABS	Absent – Child was not in for this lesson
VF	Verbal Feedback – The adult has discussed the child’s work with them and helped them to understand how to make it better next time.
I	Independent – The child has completed this learning without support.
TS	Teacher Supported – The child has been supported by the teacher in completing the work.
TAS	TA Supported – The child has been supported by the TA to complete this work.
✓	Green Tick – This shows the child has met the expectation for this task.
AM	After Modelling – The child has completed this task after it was modelled during the teaching session.
NS	Next Steps – The adult has discussed what the child needs to do next to deepen their learning further.