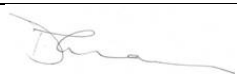




Sheepscombe Primary School

Feedback and Marking Policy

This policy was adopted at a meeting of:	FGB
Held on:	17th September 2024
Date to be reviewed	September 2025
Signed on behalf of the Governors:	
Name of signatory	Debby Thacker
Signed by Head teacher	
Name of Head Teacher	Vicky Dangerfield

Sheepscombe Primary School and Little Lambs Nursery fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that 'it could happen here' where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

This policy applies to all staff and volunteers within the school.

Designated Safeguarding Lead (DSL) - Vicky Dangerfield (Headteacher)

Deputy DSLs - James Dangerfield, Richard Crocker, Rob Gardner

Safeguarding Governor - Tessa Lentel

Gloucestershire Safeguarding Partnership Procedures <https://www.gloucestershire.gov.uk/gscp/>

This policy should be read in conjunction with:

Teaching and Learning Policy

Behaviour Policy

Assessment and Reporting Policy

Introduction:

At Sheepscombe Primary School and Little Lambs Nursery, we understand that feedback and marking is an essential element in learning. Feedback and Marking is effective when children can see or hear about what they have done well and are encouraged to see or hear for themselves what they need to improve, being given time to make changes and try alternatives. Feedback and Marking can be verbal or written.

Feedback

Feedback is information given to the child or teacher about the child's performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in a child's learning. Feedback redirects or refocuses either the teacher's or the child's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the child's management of their learning or self-regulation. When verbal feedback is given, it is important that the teacher or teaching assistant explains why ...this is good because... or this needs improvement because...

Marking

Marking, along with feedback, is a central part of a teacher's role and can be integral to progress and attainment. Written responses either coded or written fully offer a keyway of providing feedback to pupils and helping teachers assess their pupils' understanding.

Aims of Feedback and Marking:

Feedback and Marking should:

- Celebrate children's successes, demonstrating that their work is valued.
- Provide helpful feedback to the child.
- Stimulate correction of errors or improvement in a piece of work.
- Encourage children to become independent learners, self-evaluating their own and other's work.
- Develop a culture of continual improvement.
- Assist in the assessment of a child's performance, providing a record of achievement for teachers and parents.
- Be consistent across the whole school.
- Relate to the learning outcome or success criteria agreed at the start of a lesson or series of lessons.
- Support the achievement of individual curriculum targets.

General Guidelines.

Children will be actively involved in the assessment of their learning and will always receive guidance from the teacher or teaching assistant to check they are on track. This way, misunderstandings, difficulties, or gaps in knowledge can be swiftly addressed in lesson time.

Children will always be made aware of the assessment criteria the teacher is using to assess the piece of work at the start of the lesson.

Learning goals and intended learning outcomes along with success criteria will be shared with the children and teachers will give feedback about how well individuals or groups have done based on these criteria.

Continuous verbal classroom feedback is our preferred feedback method and will be given to the class, groups, or individuals during the course of a lesson with reference to the learning outcome and success criteria. Other comments may be made to individual children during the course of a lesson that do not relate to the learning outcome but may be part of a child's individual target or the expected elements for their age or stage e.g., to use capital letters accurately.

There will be a combination of verbal teacher feedback, written feedback using symbols and, when appropriate, peer or self-assessment. Children will be trained to make developmental but kind comments about their own and others' work to improve outcomes. Time will be allocated to allow children to act upon feedback and make improvements.

A learning focused dialogue between teacher and pupil will become evident through the use of marking symbols and verbal discussion, improvements will be evident in future outcomes.

Timely, verbal feedback is the school's preference because we believe this has the greatest impact on pupil progress. The school also provides written marking to pupils in the form of written codes (which pupils understand) and sometimes short comments, identifying areas of positive outcome, the level of security with particular aspects and areas for improvement. Children must always be able to read any short comments that are written by staff and as such teachers must always use and model neat and legible handwriting

Specific Guidelines

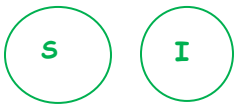
- All marking (verbal or short written comments) will be focused on the Learning Goal and success criteria of the lesson activity and/or the child's individual targets.
- Feedback and /or Marking will be matched to the needs, age, and ability of the child.
- Verbal feedback will be noted with VF where given and is expected regularly within lessons
- Positive outcomes will be indicated with a smiley face symbol.
- Marking will always be in a contrasting colour to children's work, usually green.
- Teachers will acknowledge with a tick where spellings have been practised or a response to any other request is seen
- Verbal feedback (which is our first preference) or written marking will point out what the child has done well and their next steps in learning or where improvements could be made.
- Children will respond to feedback using a purple pen to make improvements or alterations.
- All work will be acknowledged by the teacher
- Marking symbols will be used (see below) and children will know what the symbols mean
- A yellow box drawn around a longer section of work (sentence, series of sentences or paragraph, as deemed appropriate by the teacher, for children in KS2) will indicate where a longer edit is needed. Children will redraft this section of work either independently or alongside the teacher.
- Young children or those new to school are not expected to be able to self-correct work without support. They will be specifically taught this skill as they move through the school and given help to know what to do.

- Children will regularly receive 1-1 dedicated teacher or support staff time to review written work together outside of the main lesson

Key to symbols used when marking

To be taught/reminded at the beginning of each term and displayed in classrooms.

	EYFS/KS1	KS2
Verbal discussion/feedback given - there is an expectation that following verbal feedback improvements to the standard of work will be evident - any member of the staff team can offer verbal feedback		
Correct! One tick within work- I have seen this is good and think you understand it, two ticks above an aspect of work - you have used this securely and are confident and independent with it	 	 
Spelling mistake, indicated under the incorrect word, with spelling given by Teacher written above the error. Teachers will write the word at the end of the piece of work or in the margin. Children are to practise, by writing out correct spelling 3 times. No more than 3 spellings should be given to practise in any one piece of word, to avoid demoralising the pupil.		
Spelling mistake, with spelling in a box, to check in a dictionary or look up on a word mat, child to ask for support if they are stuck but it is a spelling the teacher feels should be known and therefore self-corrected. Children should write the correct word above the incorrect word, in a purple pen. Should know it straight away.		
Mathematical, grammatical, or other error placed above or next to the error, that the Teacher feels the child should be able to spot (and normally would) and then self-correct as it should be known - this is used primarily for a mistake rather than a misunderstanding. In mathematics this indicates a question for the child to have a second try at		
Missing or incorrect punctuation indicated only after child has self-corrected or had a chance to look back through work to spot errors.		
Paragraph needed in this place (indicate where you would start each paragraph using this symbol)		//
Omission - child to add missing part/word		

An indication needs to be given of supported and independent work. Eg. I independent, S for support from a teaching assistant of teacher. This should be on most pieces of work. In Early Years work is independent unless S is written for support.		
Indent for new paragraph		
Remember to start here		
Does this make sense?		
You've done this well - positive praise is expected on most pieces of work, or verbal feedback should be evident		
Something written by the teacher or teaching assistant to think about or remember next time.		
Yellow box drawn around a piece of writing (sentence or paragraph). This indicates where a longer edit is needed. Children will redraft this section of work either independently or alongside the teacher.		
Dialogic marking in KS2 - the teacher may, on occasion, ask a direct question of a child about the work they are evaluating, which will be written down. The child should always answer the question themselves in writing and so the feedback should be written in such a way that it is easily understood by the child, using neat, legible handwriting by the teacher - an example of this type of marking may be asking why a particular word or phrase was chosen or why a maths problem was solved in a particular way		

Whole class marking and feedback Teachers will use the marking grids for noting AFL feedback to drive class learning and support when looking at books at the end of a session or when completing written marking. This grid also captures the children to work in particular focus groups the next day or session where children require support for some or all of a session. Groups are flexible according to need.

Teachers are expected to keep this accessible- but not on show- in classrooms in a file so that the SENDCO /HT or subject leader can look at it and see which children are struggling and in need of support or challenge.

Gathering how children are feeling about work

Children will be given regular opportunities to show how they are feeling about their work when they hand it in at the end of a lesson. For example, children may be asked to put their books into piles that indicate the level of confidence they have with their work (examples might be: I found it hard and don't think I understand it yet, I think I've got it, I've definitely got it) - this will help highlight to the teacher where confidence is high and where children are feeling less secure.

The school has looked at research around feedback and marking, including information provided by the EEF

https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf