

# Lakeside Primary School



## Policy for Marking and Feedback

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"Believe, Aspire and Achieve."

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## Policy for Marking and Feedback

### Introduction

In our school we believe that focused feedback is a fundamental part of the formative assessment and learning process. Assessment and feedback must lead to pupil progress. It is crucial that pupils see them as a means of improving their standard of work and that it has a positive impact on their attitudes, motivation and self-esteem. We believe that this is achieved through providing careful oral and written feedback, giving pupils a clear picture about what they have done well and where they need to improve.

Marking and feedback has 3 purposes, to help pupils:-

1. Understand what they have done well
2. Understand how to improve
3. Make visible signs of improvement as a result of feedback.

This policy ensures all staff in our school have a shared understanding of the purpose of feedback and use agreed strategies consistently to promote learning and to raise attainment.

### Nature and Purpose of Focused Feedback

Pupils need to understand what they have done well and why. Discussions with pupils about recently marked work should indicate they have a good understanding of both of these points. Verbal or written feedback will first of all acknowledge the strengths of the piece of work in relation to the learning objective and success criteria.

It will then offer a very specific prompt which will indicate to the child how the work could be improved to meet or extend the objective. We use a range of challenge, reminder, process and example prompts, as appropriate, to offer a differentiated approach to help move pupils forward. This may be done through comments, questions, discussions or diagrams.

Visible progress as a result of marking or feedback confirms its effectiveness. Teachers and Teaching Assistants must ensure time is given to act upon the guidance to give pupils the opportunity to make and learn from suggested improvements. Time must therefore be allocated for the child to read the comment and respond to it.

Feedback should have a positive impact on pupils' learning. It is only effective if it promotes thinking.

A consistent, whole school approach to marking is essential. The three purposes of marking should be evident in all classes and in all subjects. We maintain a consistent marking code which is displayed in all classes and understood by pupils and parents throughout the school. Marking approaches may differ slightly to ensure that they are age appropriate and match the context and intended purpose.

We recognise that timely oral feedback at the point of learning is most powerful. Where verbal feedback is given it is often appropriate to use "Key Word" marking which is a single word or short phrase prompt to provide a reminder of the nature of the feedback. By so doing, the pupils' response to the feedback is evident.

In our school feedback, written or verbal will:

- be clear, supportive and helpful by providing personalised feedback to pupils, indicating specific strengths and areas for development in their work
- be directly related to the learning objective and success criteria for the lesson, or to the pupil's targets for improvement
- suggest what the pupil and teacher might do to improve the work by giving a focused 'closing the gap' prompt
- recognise achievements and indicate next steps/ways forward
- provide additional challenge
- identify weaknesses and areas for development
- act as a check to keep track of work and provide a record of pupils' progress
- raise attainment in school, as pupils become better learners
- focus teachers on those areas of learning where groups and individuals need specific help
- help schools to be accountable to pupils, parents, external agencies and the wider community
- help parents understand strengths and weaknesses in a child's work
- feed into future teaching and learning.

Marking will be closely linked to clear learning objectives and success criteria. However, teachers should also take opportunities to recognise and celebrate unexpected learning or address individual learning needs.

At Lakeside, we value personal development and positive attitudes which empower children to succeed at school and in life. "Lakeside Learner" targets provide us with a mechanism to acknowledge and feedback on positive learning behaviours.

### **Our Practice**

- In our feedback we will remember that children can only take in a limited amount of information at any one time and we will focus on one or two key areas for improvement.
- When giving marks or grades, we will be sensitive to research that has indicated that they can cancel out the impact of any accompanying comment.
- We will use our discretion to make balanced comments on spelling, grammar and punctuation unless they were part of the focus of the lesson, it is a spelling the pupil should know or is specifically related to the child's target. We seek to avoid overwhelming pupils if these were not the main objective. However, we also recognise that ignoring mistakes may suggest that they lack importance. We will not tick sections of work where there are spelling errors to ensure the child is not given the impression that it is correct.
- We set high expectations for presentation. Comments on pupils' presentation will be influenced by the purpose of and audience for the work. To ensure whole school consistency, staff adopt common agreed expectations for presentation of work, which are displayed in classrooms and reinforced with children.
- Our marking code will be used consistently, displayed in all classrooms and clearly explained to children and parents.
- We will give the pupils opportunity to self-assess their work based on the learning objective and success criteria. Peer assessment may sometimes be used where teachers are confident that children have sufficient understanding to further the learning.
  - We use the term improvements to encourage a positive response from pupils
  - After giving feedback there will be an expectation that pupils respond or make improvements and we will ensure pupils have opportunities to do so. These could include morning skills time (8.30am - 9.00am), guided or independent activity during

daily Reading Workshop, during the next lesson or as a one to one or small group activity led by a teacher or teaching assistant.

- Next step prompts in Topic Books will only be used where appropriate and where there is opportunity for the child to respond.
- Work in Spelling Books, Reading Journals and Homework books will be acknowledged but will not be marked in depth.

### **Marking and Feedback - Additional Guidance**

- We will consistently use abbreviations in the Marking and Feedback Code to make marking quicker and smarter and we will ensure that they are understood by pupils.
- Comments in marking need to be relevant and concise but should be written in sentences to model good use of English.
- We will use "Now ..." rather than "Next Time..." to ensure response is timely.
- We will use keyword marking to show verbal feedback and what it was about.
- We will stick Success Criteria in books. Children to tick for self-assessment; teacher tick to confirm appropriateness or add teacher comment/guidance. Teachers may require children to indicate their next steps against success criteria or record them if appropriate.
- Foundation Stage/KS1 will use picture codes in books. Tick if achieved - e.g. CL/FS/Finger spaces/spelling - phonics.
- We will ensure feedback is appropriate and differentiated and that corrections are balanced with suggestions to move children on.
- We will ensure suggestions for next steps are acted on **and checked**. **We will** ensure a consistent response from all ability groups and in all subjects.
- We will use green pens to clearly identify pupil response.
- In English books we will work on the right hand page and use left hand page for response to feedback.
- We will use unlined books and line guides for all topic work.
- Where worksheets are used they will be neatly stuck in books.

- We will ensure our presentation in books provides a positive model for children.
- All books will be well presented with name labels on the front.
- Where targets are in books these must be reviewed and up to date.
- In Maths, we will annotate books to indicate where children have used Concrete, Pictorial or Abstract methods with the following codes - C, P, A.
- We will also indicate whether "Same Day Intervention" tasks provide practice, consolidation or extension using red, orange and green stickers respectively.

## Marking and Feedback Code

LO 	Well done. Learning Objective(s) achieved
✓	Success criteria achieved here. Correct/well done
✓✓	Very well done!
*	Look at this again.
Λ	You left something out here.
vf/keyword	We talked about this.
?	What does this mean?
sp	Spelling mistake
p	Punctuation mistake
//	New paragraph
I	Independent
WS	With Support
TP	Talk Partners
C, P, A	Concrete, Pictorial, Abstract
	Same Day Intervention stickers Red - Practise, Orange - Consolidate, Green - Extend