



Rationale

At Stonehouse Park Federation we believe that effective feedback improves children's progress. Feedback should be purposeful, timely and clear.

Aims

We provide children with feedback through verbal interaction or recorded marking in order to:

To increase children's understanding of how to improve

To inform teachers' knowledge of children's attainment and progress feeding into their planning

To encourage and motivate children

Guidelines

- Feedback should be given in a timely manner
- Marking should be frequent enough to make high expectations and progress over time clearly evident.
- Marking codes should be used consistently and can be recorded 'live' by the adult working with the child.
- Written marking should be purposeful, relevant to the child and linked to the learning intention
- Teachers should aim to use a low effort/high impact approach where possible
- Written comments are not required on every piece of work and should be targeted where they will have the most impact on children's learning (eg development points at the planning stage for a piece of writing)
- Whole class feedback can be used rather than writing in individual books where it is going to be more impactful.
- Children should have the opportunity to respond to feedback and marking where appropriate
- Recorded responses to next steps should be easily identifiable
- Live marking in both maths and skills instruction is essential for assessment for learning and must be carried out by staff.
- Individual modelling should be written in the child's book.
- Information which is relevant to teachers may be recorded in other places (eg mark books, Tapestry, Insight) rather than on children's work to establish a picture of learning over time.

Marking of Writing





- Focus on the learning objective.
- Include scaffolded comments.
- Allow opportunities for peer assessment: children respond and evaluate using the green pen or pencil.
- Allow time for editing and/ or re-drafting.
- Include school marking codes:
 - Y3 and Y4: underline key spellings and place correct spelling in margin i.e. non-negotiables such as days/months/ HFWs, topic related vocabulary. Underline punctuation or grammar errors.
 - Y5 and Y6 sp x1 in margin (spelling) g x 1 (grammar) p x 1 (punctuation) to ensure independent editing. (Y6 marking like this until December only).
 - Y6 from January: independent editing e.g. check spellings and grammar.
 - Approximately 5 errors should be identified on a page of work (depending on the child).

This policy should be read in conjunction with the policy for Learning and Teaching, the behaviour policy, the SEND policy and the Equalities Policy.

Ratified: January 2023

Review Due: January 2025

Marking codes for Feedback

<p>VF – Verbal Feedback Discussion / dialogue with child has taken place and this may include next steps</p>	
<p>M – Modelling Adults, as confident and competent experts, can model while pupils actively watch and listen, then try the same step for themselves afterwards.</p>	
<p>● – Correcting The teacher will put a purple dot where the child needs to make a correction. The child's correction should be made in green pen or pencil.</p>	
<p>▬ – Next Steps This may be used to indicate specific advice on improving learning or an 'extra challenge' task.</p>	

Things to Note

Initials will be used if marked by another adult such as a supply teacher teaching assistant or trainee teacher.

Editing should be in green pen.

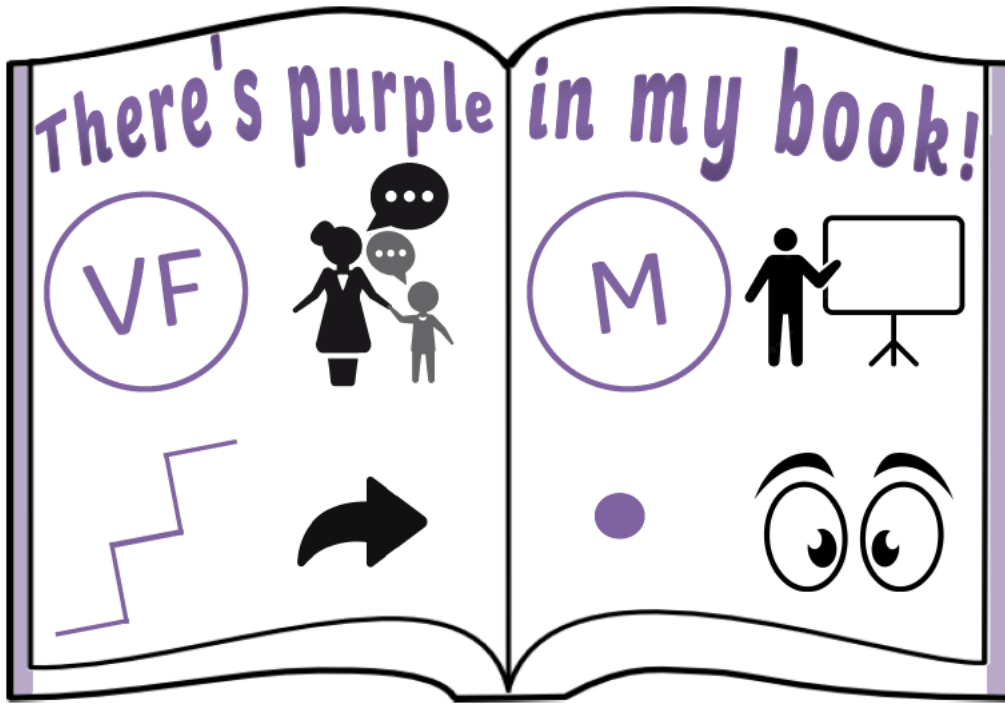
Peer marking should also be in green but with the child's initials added.

Teachers may indicate by writing in full if work has been copied or completed with a friend.

Consideration should be given to the levels of intervention guidance for teaching assistants.



EYFS Poster



KS1 Poster

