

RATIONALE

Feedback on learning is an essential part of the learning process. It should improve learning through rewarding success and identifying the next steps a child needs to take to enable them to move their learning forward. In order to raise attainment and ensure progress the school believes it is of paramount importance that opportunities are given to the children to act on feedback given. Feedback should be given constructively and appropriately according to the ability of the child or group of children. Feedback should improve learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. It should also be clear to the children what they have done well in their work and what they need to do to improve. Feedback therefore should be specific, achievable and realistic.

As a result of this policy there will be increased consistency in the way children's work is marked across the whole school and standards will be raised.

The implementation of this policy is the responsibility of **all staff**.

AIMS

Our policy will:

- Involve regular and frequent feedback to pupils in a written or oral form.
- Ensure that marking is linked to next steps for all pupils
- Use learning objectives/success criteria on which to base feedback criteria
- Enable pupils to take responsibility for feedback and learning
- Link feedback practices with the assessment procedures
- Link feedback with evidence of progress
- Link feedback practices into the teaching and learning process
- Accelerate progress and raise achievements

General Guidelines

- Feedback needs to be given ASAP after the learning. For younger children this should be as part of the lesson. For specific children this should also be part of the lesson.
- Involve the children if possible. This can be through verbal feedback or paired marking.
- Feedback must be based on learning objectives/success criteria and move the learning forward
- Feedback must link with assessment criteria
- Feedback must be meaningful and purposeful
- Always mark children's work using a purple pen this will ensure marking is clear
- Always give children the opportunity to improve their work in line with feedback given using a green pen. This will ensure it is clear where children have acted on feedback.

- Initial and date your marking to distinguish between work completed by the class/group teacher and supply
- Occasionally a piece of work will be marked with just a single tick and the teacher's initials, which shows that it has been completed successfully and seen by the teacher. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate their learning for example in learning logs, RWI books.

Marking Writing

This needs to be followed for every unit of writing taught at each stage of the process. Other Literacy based tasks for example SPAG, RWI, reading journals work needs acknowledging with a tick and initialled.

1. The majority of literacy lessons will be linked to the teaching of a unit of writing using wagsolls/high quality texts. In Literacy books, leave the left hand page blank to allow children the space to act on the feedback.
2. At the end of each writing session ask the children to reflect themselves on their learning and draw a smiley face to indicate how they feel about their work. (happy face if they are pleased, straight face if they are ok, sad face if they are unhappy) Older children may want to write a sentence to complement this e.g. I need some more help, I found this easy.
3. Use the success criteria as a focus.
4. Indicate whether the work has been completed independently (I), Supported (S) this will help when selecting evidence for formulating assessment judgements.
5. If verbal feedback has been given, indicate with a V and record the verbal feedback given.
6. Use paired marking if appropriate for the stage the children are at. This should be introduced at least by year two. Where paired marking has been used always check this carefully to make sure you agree with children's comments and state this on the work.
7. Don't let other errors go, particularly spelling, grammar and punctuation where you know that the children can spell the word, where they have omitted punctuation they know how to use.(non - negotiables) Underline the errors and use the following marking code: ^ missing word SP incorrect spelling, P punctuation (missing or incorrect use) CL missed capital letter G Grammar error. These must be displayed on helpdesks to assist with marking. For those SEN children with language difficulties use the pictorial code in the appendix.
8. Positively comment on **an aspect** of the writing linked to the success criteria. ('WOW')
9. At the end of the work, give an incisive comment that will enable the child to progress. This will come from the success criteria, i.e. where success criteria is not achieved this will be the 'DIN' This will be written as a 'DIN' (Do It Now) comment. If the 'DIN' identified is common to the majority of children it will need teaching the following day as a class lesson. If there are a group of children with the same DIN this needs following up as a misconception group. DIN'S should always move the learning forward

and not be related to non- negotiables e.g missing punctuation, incorrect spellings, etc... examples of Good DINS are:

10. In the next lesson, revisit the writing. Ask the children to read the positive comments and the 'DIN' comments and to spend approximately ten minutes completing the 'DIN' task using a green pen. During this time, teachers will work with individuals/small group where marking identifies they need further support to meet the assessment criteria.
11. In the next piece of writing remind children they must apply the 'DIN' they were given in the previous lesson as this will evidence they have made progress. The DIN becomes the non- negotiable for the individual child in the writing. This is clear evidence that children are making progress and evidence they are achieving national curriculum objectives as shown in the assessment objective tracker (links with assessment policy)

Marking Maths

1. At the end of each maths session ask the children to reflect themselves on their learning in line with the differentiated learning objective and draw a smiley face to indicate how they feel about their work(happy face if they are pleased, straight face if they are ok, sad face if they are unhappy). Older children may want to write a sentence to complement this e.g. I need some more help, I found this easy.
2. Mark using a tick (for correct) cross (incorrect) using a purple pen.
3. Indicate whether the work has been completed independently (I), supported (S) this will help when selecting evidence to support assessment judgements.
4. If verbal feedback is given, indicate with a V
5. Use paired marking if appropriate for the stage the children are at. This should be introduced at least by year two. Where paired marking has been used always check this carefully to make sure you agree with children's comments and state this on the work.
6. Positively comment on **an aspect** of the work completed (WOW)
7. At the end of the work, give an incisive comment that will enable the child to progress. This will be written as a 'DIN' (Do It Now) comment. If the 'DIN' identified is common to the majority of children it will need teaching the following day as a class lesson. If there are a group of children with the same DIN this needs following up as a misconception group. DIN'S should always move the learning forward.
8. Where the all work is correct the learning needs extending, give further work to do this. Think about whether this needs to be using and applying the skills learnt or if this needs to be for the teacher to assess where the child is at in preparation for the next unit of work.
9. Where work is incorrect, provide an explanation of what children need to do to make their work correct (this could be a short wagoll) give them the opportunity to correct work using a green pen. Children must not rub out their original work, but correct at the side of the incorrect work with their green pen.
10. If the majority of children make common errors, teach this again the following day as a class lesson. If a group of children make common errors they need to be picked up during DIN time as a 'misconception' group

12. In the next piece of maths work where the work builds on prior learning, check children are applying the 'DIN' they were given in the previous lesson as this will evidence they have made progress and will enable teachers to evidence they are achieving national curriculum objectives as shown in the assessment objective tracker (links with assessment policy)
13. The same 'DIN' should not be repeated . If this is the case children are not progressing

Other Subject Areas

1. Verbal feedback will be given throughout the lesson in relation to the learning objective. Indicate this on the work where possible with a V. This can be on the back of the work (e.g. art work, DT work)
2. If the work is cross curricula writing following the procedures for marking writing above.
3. For written science work use a 'WOW' statement followed by a 'DIN' statement and provide opportunities to act on the feedback. Make sure comments relate to the scientific element of the work if the learning objective is science related, if it is writing related follow the marking writing outline above. Make sure opportunities are given to act on feedback.

EYFS

1. For writing use simple success criteria, for maths and all other areas of learning use the learning objective.
2. Indicate whether the work has been completed independently (I), Supported (S) this will help when selecting evidence for assessment purposes.
3. If verbal feedback has been given, indicate with a V and record the verbal feedback given
4. Don't let other errors go, particularly spelling, grammar and punctuation. Use the pictorial code in the appendix initially by the end of EYFS dependent on the stage the children are at, most children should progress to understanding the written code in line with whole school policy
5. Positively comment on an aspect of the writing linked to the success criteria. 'WOW'
6. Children should use a green pen to respond to the DIN, initially this will be supports however when children are at the stage of working independently give a specific DIN to be completed immediately using a green pen. This should be for all children by the end of reception.

MONITORING AND EVALUATION

This policy will be monitored regularly by the deputy head teacher with feedback given to individuals and relevant persons. Termly work scrutiny carried out by the Head Teacher and Senior Leadership Team will always have feedback as a feature. This will ensure high standards and consistency across the school.

Review of Policy

This policy will be reviewed and amended annually. The next annual review will be January 2017.