



## **Underlying Principles of Feedback and Marking**

There is clear research evidence showing that effective feedback can have a significant impact on learning and raising levels of attainment. This process should be seen as a dialogue between teacher and child, a positive experience where mistakes are seen as opportunities to learn.

All work that is done by a pupil deserves either written or verbal feedback. This may be given by teachers, teaching assistants or by children themselves.

We encourage children to evaluate their own work in a variety of ways. In order for them to do this they need to be clear about the success criteria on which they will assess themselves.

Feedback (whether verbal or written) will be linked to the learning intentions identified in the teacher's plans and made explicit to children at the beginning of the lesson. It will be matched (in the main) against the agreed and stated success criteria.

'Maximum impact occurs when feedback points out where the child has achieved success and where they can improve'. (Black and Williams).

Methods of marking and feedback develop and change between Foundation Stage and Yr 6 as different strategies become more or less appropriate.

### **Foundation Stage**

- Verbal feedback and dialogue with child as task is in progress, reinforcing the process.
- Evaluative verbal feedback at the end of a task, including encouragement of self-evaluation
- Group time used as plenary. Learning intention revisited and children share work with group.
- Individual observations made by staff (observation based assessments).
- In Reception recorded work will be annotated and the level of support included. Written comments are made directly to the children towards the end of the year, as and when they are able to read them.
- Children's written work will have adult decoding indicating correct phonemes.

## **Years 1 - 6**

Where verbal feedback is given, this will be recorded against the child's work using a symbol. It is appropriate to record this feedback in written form as a (VF) reminder or a prompt for adults.

Marking is used as a method for teachers to feedback to pupils. It is an opportunity to highlight achievement but just as importantly a chance to show pupils how they can improve their work.

All adults must be sure that;

- children can read their writing;
- children can understand what has been written;
- children are given time to read and respond to what is written; and
- comments are written in pen and follow the handwriting policy;

### **How Work is Marked – Literacy based activities**

- Each piece of work is accompanied by a WALT (we are learning to.....). This provides the learning objective against which the work will be marked.
- The success criteria might also be recorded
- The WALT is highlighted to draw attention to the marking criteria. It is also ticked to show to what extent the learning objectives have been met.  
✓ partially achieved    ✓ ✓ achieved    ✓ ✓ ✓ achieved well
- Aspects where a child has succeeded will be highlighted.
- Comments against other criteria eg editorial or individual targets, can also be given but must be limited.
- An area for improvement will be identified with support given to enable the child to improve (See Scaffolding section)
- Time will be allocated for 'closing the gap'. This should be evident in plans.
- Pupils use coloured pens or pencils to respond to teacher comments/ improve their work.
- If appropriate, the context of the work will be recorded against a (C) symbol i.e. whether additional adult support was provided, paired work.

Recorded work will also be annotated for purposes of record keeping and informing other staff, target setting and planning. This might include the level of support given.

### **How work is marked - Mathematics based activities**

- Each piece of work is accompanied by a WALT (we are learning to.....). This provides the learning objective against which the work will be marked.

- The WALT is highlighted to draw attention to the marking criteria. It is also ticked to show to what extent the learning objectives have been met.
  - ✓ partially achieved      ✓ ✓ achieved      ✓ ✓ ✓ achieved well
- A next step comment should be written if appropriate.
- Where a child needs further support to meet the WALT, we believe it is better to teach the child directly. The symbol **ATS** (Additional Teaching Session) will be used. This indicates to the teacher and child that in the next lesson (this child along with any others) will be given further support by an adult to ensure they have understood. The groups will also be identified in the daily plan.
- If appropriate, the context of the work will be recoded against a symbol i.e. whether additional adult support was provided, paired work.

## How is work marked – Non-core Subjects

### For Skills pieces only:

- Each piece of work has a WALT (we are learning to.....). This provides the learning objective against which the work will be marked.
- The Walt should specify the subject specific skill that is being taught.
- The WALT is highlighted to draw attention to the marking criteria. It is also ticked to show to what extent the learning objective have been met.
  - ✓ partially achieved      ✓ ✓ achieved      ✓ ✓ ✓ achieved well
- Any misconception must be addressed, providing opportunity for the children to review and improve.
- All verbal and/or written feedback and comments should be against the skills.
- A next step comment should be written if appropriate.

## Recording/Assessing Practical Activities

In KS1 practical activities will be recorded in individual books and evaluated by an adult.

Photographs will be used to record activities. In KS2 for practical activities the WALT will be written in individual books and ticked according to achievement.

## Scaffolding the improvement

Scaffold prompts will be used to help the child close the gap. There are three types of scaffold prompt.

- A reminder prompt. This reminds the child of what could be improved e.g; *Say more about how you feel about this person.*
- A structured prompt to support writing e.g;
  - A question – *can you say how this person is a good friend?*

- A directive – *describe something which happened that showed you they*
- *were a good friend*
- An unfinished sentence – *He showed me he was a good friend when...*
- An example prompt. Successful with all children but especially with average or less able children. It gives the child a choice of actual words. e.g; *Choose one of these or make up your own – My friend....*
  - *always cheers me up when I feel down*
  - *is never unkind*
  - *shares his sweets with me*
  - *waits for me to catch up*