Donisthorpe Primary School
Feedback and Marking Policy
Next Review December 2023

Introduction

Feedback is an important and valued part of 'Assessment for Learning' and used as a tool to improve teaching and learning. At Donisthorpe, we believe in focussing on the positive achievements children make and this belief is reflected in our policy.

Aims:

- Give feedback orally and in writing that focuses on positive achievements
- Give feedback that reflects the learning outcomes and success criteria
- Use feedback as a tool to improve teaching and learning
- Involve children through peer and self-assessment
- Allow time to read feedback and make improvements

Provision:

We will keep our marking as simple but as purposeful as possible. Using the learning objective (LO), communicated to children at the start of lessons we will mark and give feedback against the identified success criteria and use this to focus attention on the key skills/ideas/understanding.

The method we will use to identify strengths and weaknesses will consist of:

- Green highlighting where work meets or exceeds the success criteria
- Yellow highlighting where improvements could be made
- In maths ticks for correct calculations, dots to be used for incorrect calculations
- When children have achieved the learning objective the LO is to be highlighted in green:
  LO: I can use written methods of division
- When children are working towards the learning objective this is to be shown by a partly highlighted or ½ written next to the LO
- Where children have not achieved the learning objective this is to be highlighted in yellow:
  L.O: I can use written methods of division
- Next step for children e.g:
  → *Now...*
- Staff will where possible, phrase this as a question so that children are invited to respond
- Improvement prompts may consist of:
  - **Reminder** (Reminding children of the key skill)
  - **Scaffold** (Providing examples of what they should do)
  - **Example** (Giving exact sentences, words or processes to copy, follow up, or improve)
- When success criteria grids are used to support self-evaluation and teacher marking, they take the place of highlighting and next steps
- Wherever possible verbal feedback will be given, teachers will record a brief detail of the conversations annotated with a 'V' for verbal
- In all cases where an adult has helped or guided work individually or in a group, this will be indicated
- Spellings are marked and annotated at the discretion of the teacher taking into account the ages and ability of the children. Phonetically plausible attempts will be accepted but constant common spelling errors should be identified

Our policy supports the view that feedback to encourage learning, fosters motivation by emphasising progress and achievement rather than failure. This does not mean ignoring mistakes but treating them as opportunities for improvement and a focus for teaching and support linked very clearly to the learning objectives.

Response to marking

We believe it is vital that children have a **planned opportunity** to follow up marking and feedback and teacher will build this into lesson time. So that responses to marking have the best impact, marking by class teachers is done promptly after work is completed so that children are able to improve as a result of that marking; e.g. whilst working on an extended piece of writing, the teacher will mark it mid-way through and children will respond to that immediately before they continue to write.

Pupil Self Assessment

We will encourage learners to reflect on their own learning against the identified success criteria. To support this we will use a system of smiley faces (☺/:-l/☹) **or** coloured dots in their books. Children may also reflect on learning using success criteria as a checklist against which to measure their success.

Peer Assessment

Peer assessment will take different forms and be a valuable contribution to teacher marking. Children may record a positive comments and an area for development written on children's work or given verbally. Peer assessment does not replace teacher marking but contributes to it and encourages children to be reflective about their own and others work.

Inclusion:

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We do this through the attention we pay to the different groups of children within our school to personalise their learning.
We achieve educational inclusion by:
- Planning work that is in line with the child's individual needs and learning styles.
- Using curricular targets (and where appropriate small steps for SEN)
- Using materials at an appropriate level – Foundation Stage or National Curriculum level
- Modifying teaching and learning as appropriate for different (see inclusion policy)

This policy will be monitored by the SLT as part of book and work scrutiny and also by Governors as appropriate.

Presentation Guidelines

Although the content of a pupils work is most important, we should also have high expectations for presentation.

NEW PAGE:
A new page should be started for every new piece of work

DATE:
Every new piece of work must be dated as follows;
- Long date for English and Topic work
- Short date for Maths

TITLE:
The key skill/objective/I can statement should form the title of the piece of work

HANDWRITING:
We should encourage children to write in a neat cursive style as soon as they are ready from Year 1 upwards, handwriting practise should be planned for.

Ensure that children begin writing at the margin.

Handwriting pen (blue, not biro) for writing should be used when the child is ready e.g. when handwriting is neat and correctly formed.

All children should be writing in pen by the start of Year 5

MATHS:
Use a pencil for drawing and maths work