



Newnham Croft Primary School

Feedback and Marking Policy

Updated October 2020

Vision

At Newnham Croft our children are at the heart of everything that we do. We believe that Newnham Croft is a special place – caring and inclusive – where the guiding principles are teamwork and respect for all. Newnham Croft is an aspirational school, where learning is exciting, challenging and creative. We aim to foster a sense of self belief and purpose in our children to equip them for the opportunities that life presents.

Our feedback framework underpins the teaching and learning processes within the school and enables every child to develop their potential, regardless of age, gender and cultural background. Feedback will be meaningful, manageable and motivating. We believe it is important that parents and carers fully understand this policy in order that they know what to expect in terms of feedback. We expect pupils to be fully involved in evaluating their successes as well as identifying areas for development.

Why Give Feedback?

- To motivate the child
- As an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Types of feedback

As a school, we believe that feedback should be meaningful; it will vary by age group, subject and what works best for the child in relation to any particular piece of learning. Therefore teachers are encouraged use their professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress. Sometimes lots of children would benefit from a next step comment; other times, no one will. The outcomes are incorporated into subsequent planning and teaching.

Implementation

1. Teachers and children will share the responsibility for assessment.
2. Feedback is given to children as close as possible to the point at which the learning was done and as much as possible during the school day rather than distance marking after school. All teachers and teaching assistants will live mark as much as possible – marking within the lesson in order to give children immediate feedback. This includes all subjects.
3. Children do an assessed extended piece of writing, identified by a star in books, (minimum once per half term). This is marked in depth focusing primarily on content and composition; spelling, punctuation and grammar will also be checked. Children will be given time to respond to next steps.
4. Follow up sessions are planned for by the teacher to implement next steps when given or clarify misunderstandings. Times for this could include reading time and early morning task time.
5. It is often appropriate to question the children orally in order to encourage pupils to work towards self-evaluation e.g. What do you think of? How could you improve it? These discussions may be in small groups or with individuals. Guided work will be assessed through dialogue during the lesson. Next steps are as often as possible discussed verbally with the child. Verbal feedback will be specific rather than general (see meaningful praise in the school Behaviour Policy).
6. Teachers use symbols, highlighters, ticks, smiley faces, stickers and stamps as part of their feedback to children (see appendix 2 and 3). All classes have reward systems (see Behaviour Policy).
7. In learning which requires a specific response, answers need to be marked to check that they are right. When children correct any mistakes they put the correct answers near to the original workings, so that the correction can be marked. The marking helps to monitor the children's progress, to deal with any problems and help plan future work. Rubbing out is strongly discouraged. The 'mistake' is important evidence of a child's learning process and should be valued. Where a child makes a 'mistake', the self-correction should be written next to the original error and the error crossed through using a single line.

8. Feedback relates to the purpose of the activity e.g. if the activity is handwriting, then feedback will refer to handwriting, not creativity, unless this would hinder understanding. Not all mistakes will be corrected, depending on the learning objective. However core English skills are expected in all subjects including Foundation subjects.
9. Staff use professional judgements when deciding to correct generic targets, such as spelling. This will take into account the child's ability, self esteem and purpose of the activity. Generally up to three spelling mistakes will be corrected for each piece of written work.
10. Marking is usually carried out in pen.
11. Self and Peer assessment gives children immediate feedback, requires children to check their own work first and allows children to reflect on what they need to do next. Children give verbal feedback to their peers and use pens/coloured crayons as designated by the teacher to correct/ improve their own work and write comments about their learning and understanding. Teachers model the process and explicitly teach editing and assessment skills. Check list as provided by the teacher or created by the children may be used and linked to examples in their work. Similarly children may write their own next steps.
12. Occasionally, work may be ticked to acknowledge that it has been seen, for example if it is to be continued, or is part of a whole project. Supply teacher's work is not remarked but may have the supply teacher's name written against the markings they have made. The type of feedback and marking will depending on the criteria for the lesson objective.
13. Any corrections aim to be meaningful and useful to further understanding and knowledge, and are given at the discretion of the teacher.
14. Presentation: all written work should be dated and has a heading, underlined, or learning objective. Children are expected to care about the presentation of their learning and use a variety of pencils and pens. See Appendix 1 for details.
15. Home learning – see the framework. Parents/Carers receive information about individual progress linked to home learning through Parent Teacher Consultations and the annual Pupil Progress Report, or more frequently if necessary. Any completed homework, submitted on time, (research projects or Y6 home learning) is marked and responded to regularly and in a way that is helpful to pupils. Reading records are checked once per week.
16. The implementation of this policy will be monitored by the Leadership and Development Team in a variety of ways e.g. sharing good practice in staff meetings, pupil interviews, book studies and lesson observations. The evidence that all learning activities are challenging for the pupils and the teacher's impact should come from the progress in the books.

APPENDIX 1

Presentation guidelines

- All work to be dated (long dates in English books).
- KS1 – All work to have a LO or title (learning objective); KS2 - All work to have a 'Can I... ' or title.
- Headings to be underlined with a ruler.
- No rubbers unless teachers give permission e.g. diagram; one neat line to cross out mistakes.
- Handwriting should be joined in all books from Y2 onwards; Sharp pencil or pen to be used.
- One digit per square in maths books.
- Worksheets to be kept to a minimum and if stuck in books, trimmed first.
- No doodling!

APPENDIX 2

KS1 marking code	KS2 marking code
<p>Corrections: Pink highlighter = spellings (limited to three); blue highlighter = please check</p> <p>Symbols: VF - Verbal Feedback (to include dialogue with the child) I - Independent Work GW – Guided Work NS – Next Step LO achieved – Learning objective met (Stamp) – Learning objective met</p>	<p>Pupils given time for reflection each week – using special editing pens for children.</p> <p>For English and Maths: Y3 once a week Y4 twice a week Y5 and 6 – every lesson</p> <p>Codes (where necessary): GW – guided/group work S – support Verbal Feedback – stamp (VF) Editing pens – self/peer assessed Learning Objective feedback (written or stamp) Identify up to 3 spellings highlighted in pink – copied out 3 times each Yellow highlighter = positive feedback Blue highlighter = please check NS -next steps leading from Success Criteria.</p>

APPENDIX 3 (temporary Covid safe addendum)

Under the present Covid-19 conditions, feedback and marking may be delivered in a different way. There will be limited opportunities for staff working remotely to provide feedback on work conducted remotely. Feedback from teachers under these circumstances will be at least once a week and focus on writing, reading and Maths mainly.

For work produced in school during the period teachers will be able to provide more feedback, but staff should also try to utilise other means of providing this instead of written feedback. Work conducted in books will where possible be self-marked. If work requires marking teachers will do one of the following: Provide verbal feedback or alternatively sanitise their hands before and after marking or wear gloves for marking or keep books for 48 hours prior to marking. Teachers will base their decision on the need for the immediacy of feedback. Teachers may choose to provide feedback on individual whiteboards and pass them to the pupils.