**MARKING AND FEEDBACK POLICY**

**THE SANDRINGHAM FEDERATION 2021-2022**

**Rationale**

To create a feedback policy that puts the relationship between pupils and teachers at the heart of it. To enable teachers to be professionals and to allow pupils to make progress.

**What is the aim of the feedback policy?**

To provide accurate, useful feedback to our pupils that makes a difference to their outcomes both academically and personally, emotionally and socially. To allow pupils to access feedback that supports them in making progress. To allow the professionals (teachers and TAs) to determine the most effective way to provide feedback to their pupils, thus protecting teacher workload and ensuring that the policy is applied consistently.

**What is the policy?**

All adults working with pupils across the school will provide feedback to pupils on their work. Some feedback will be record in books as per the guidance below, the rest will be verbal. Teachers can use the class visualizers to demonstrate marking /feedback on a pupil’s work to the whole class and mini plenaries/pitstops for this purpose of developing children’s learning and providing opportunities for children to make progress from immediate feedback within the lesson are encouraged.

Class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that all pupils understand how they will be provided with feedback. All adults working with pupils across the school will provide feedback to pupils on their personal, social and emotional needs, they will support pupils with their emotional development by ensuring time is made to support this development within the classroom environment.

**What are the expectations?**

Each class teacher is free to determine with their class how they will provide feedback. **Pupils should be able to explain how they get feedback from their class teacher.** There is no expectation that verbal feedback will be recorded. There is an expectation that feedback will have a direct impact on pupils’ outcomes.

**How is the policy monitored?**

All staff are responsible for the effective implementation of this policy. Policy will be monitored through conversations with pupils and class teachers. Pupils work will form an important part of the monitoring process, however, this will always be carried out alongside the pupils to allow them to provide vital input into the feedback process.

**Who is the policy for?**

Pupils – to ensure that the feedback they are provided with enables them to make progress.

Staff – to enable them to use their professional judgement in how best to provide feedback to their pupils.

Leaders – to ensure that pupils’ outcomes and teacher workload are protected.

Parents – to support them in understanding how feedback is provided to their children.

**When will the policy be reviewed?**

Annually

**What does this look like for the pupils?**

* Marking / feedback within the moment of learning (where possible)
* Enables children to act and improve or correct their work immediately
* Encourages children to develop independent strategies for improvement
* Enables children to support each other by peer review
* Provides swift, concise and high impact feedback our children can act upon
* Work in books should evidence clearly where adult intervention, feedback or support has been given, as work will reflect changes with green pen or additions, editing and modelling at the time
* This will be purposeful and relevant to the child, age, ability and need. Marking will NOT be overly detailed when not required.
* Marking needs to match need and be there to move learning on, not record comments for recording sake.
* Marking will be ongoing in a lesson (where possible) or if not at the end of the session or day, it will consist of:

# Agreed expectations

**Marking Codes to be used to make the invisible feedback visible.**

|  |  |  |  |
| --- | --- | --- | --- |
| **allways** | **Spelling Mistake** | **I** | **Independent work** |
| **P** | **Punctuation omission or mistake** | **VF** | **Verbal feedback(this might include a word as a reference e.g. *adjectives*)** |
| **Circle the letter** | **Capital letter error**  **EG. kieTh** | **Use of green pen** | **Peer marking/Self-assessment/correction** |
|  | **Next steps** | **1hp** | **House Point** |
|  | **Wrong** | **S** | **With support** |
| **✓** | **Right** | **✓✓** | **I like this!** |
| **?** | **I don’t understand** | **✓✓** | **WOW I really like this!** |

* During learning, time needs to be dedicated, regularly, to providing children with feedback and an opportunity for them to respond within the lesson.
* Teachers will take the opportunity to indicate incorrect spellings, grammar, presentation, layout, number formation etc.
* Comments from staff should model the cursive style expected.
* Incorrect spelling of High frequency or commonly used words should be indicated by the use of a line underneath the word.
* Work should not be ticked unless it is correct.
* The learning objective and date will be underlined with a ruler at the top of all pieces of work. KS1 may have typed and stuck in LOs instead to aid speed.
* Stampers can be used alongside the learning objective e.g.: LOA for LO achieved.

**GREEN MEANS GOOD**

* Year R-2 – highlighted in green indicates an example of where the LO has been met, a target has been met or progress made, based on previous AfL written comments or marking codes MAY also be used to encourage or praise.
* Year 3-4 - highlighted in green indicates an example of where the LO has been met, a target has been met or progress made, based on previous AfL, written comments or marking codes MAY also be used to give the child further feedback
* Year 5-6 – a green dot with a possible written comment or marking codes , relating to positive areas of achievement when needed

**PINK MEANS THINK!**

* Year R-2 – highlighted in pink indicates where the LO has not been met, a target has not been achieved or an error has been made, along with any relevant marking code.
* Year 3-4- highlighted in pink indicates where the LO has not been met, a target has not been achieved or an error has been made, a comment or marking code MAY also be added.
* Year 5-6 – a pink dot with a possible written comment or marking code relating to areas for development or errors when needed

**Green for good – Up levelling/corrections pen.**

**Used by all pupils for improvements, response to feedback and to highlight strengths.**

**✓✓- This can indicate a strength/wow moment**

**Pupils can write their name or initials in green to show co-operatively marked work.**

**Spelling/corrections and any up levelling/improvements to be completed in green. The children should write the correct spelling 3x at the end of the piece of work.**

**Black Teacher Pen**

**To be used by all teaching staff to add codes, indicate areas for improvement and highlight strengths. (To differentiate from pupils who write in pencil or blue pen)**

* **This indicates a mistake/misconception**

**✓ ✓ This indicates a strength/wow moment**

**----------------This is for use under a spelling error. The children should write the correct spelling 3x at the end of the piece of work. Only 3 or 4 errors should be highlighted in any one piece of work**

When TAs work with a group, their marking should relate to the L.O. and success criteria and specify areas of difficulty. This will be used by teachers to inform future planning.

When TAs work with an intervention group, they should mark the work done, record on the session evaluation form and feedback to the class teacher.

**Success Criteria**

As children progress through the year groups they will develop their own success criteria.

This should be developed after the cold task using high quality texts and reflect different levels of challenge. Children will then have the opportunity to go back to their cold task and mark it against their success criteria and then use it to assess their hot task. Agreed formats for this should be used.

**Moderation/Monitoring**

This should take place regularly throughout the year by senior and middle leaders to ensure consistency. In addition teachers will attend county and DNEAT moderation throughout the year, to enable consistency and the value of discussing work with other professionals.