



Larkrise Primary School

Feedback Policy 2019

Feedback, including effective marking, is an essential part of good education. Feedback can take the form of spoken or written marking, peer marking or self-assessment. High quality feedback, in whatever form it is given, will be evidenced in how pupils are able to tackle subsequent work. We review this policy annually to ensure that it reflects current research evidence and ensures that our policy promotes excellent pupil progress whilst eliminating unnecessary teacher-workload.

We agree that at Larkrise marking has only one aim, to advance pupil progress and outcomes. Marking should acknowledge pupils' work, check outcomes and inform decisions about what teachers and pupils need to do next in order to drive progress.

Our policy aims to ensure that all written marking should be meaningful, manageable and motivating. All feedback (of which marking is a small part) is focussed on pupil progress, developing good teacher-pupil relationships and raising pupils' self-esteem.

Meaningful Marking

To ensure clarity for pupils we use our marking guidance in key stages 1 and 2.

Manageable Marking

Our pupils are taught and encouraged to check their own work through having a clear understanding of age appropriate success criteria. We use deeper marking with next steps where lighter marking where appropriate.

Motivating Marking

Marking should motivate pupils to progress. An important element of marking is acknowledging what pupils have done, valuing both their effort and achievements. Our teachers use their judgement to decide whether short, challenging comments, oral feedback or more complex written feedback will achieve this aim.

Larkrise Primary School Written Marking Guidance

All marking is to be completed in a clear legible hand aligned to the school handwriting script. To manage marking, Post-it notes may be used to show a pupil where response is required.

Pupil Premium

Pupil Premium pupil's books should always be marked first to ensure high quality marking and additional AFL consideration time.

Maths

- All work will be headed with a learning objective (LO) and dated with the short date and underlined
- Ticks will be used to indicate correct answers
- Dots will be used to indicate incorrect answers

- Success criteria or marking ladders are used for teacher and pupil self-marking
- Pink, amber or Green highlighting of the learning objective will indicate whether the child has achieved the objective, needs consolidation work or extra support.
- Time will be regularly given for children to respond to marking and teacher comments promptly (Dedicated Improvement and Reflection Time – DIRT) teachers must check responses to marking.
- Children will use green or pink pen to respond to marking or to peer mark, writing self or peer and their initials

English work

- All work will be dated with the long date and headed with a learning objective and underlined
- All work will be marked regularly and as promptly as possible after completion and teachers will decide whether work will be acknowledged or marked in detail. The level of marking will be appropriate to the task and pupil. Marking should relate directly to the learning objectives and children's next steps, however presentation, spelling and punctuation should not be ignored.
- Red, Amber or Green highlighting of the learning objective will indicate whether the child has achieved the objective, needs consolidation work or extra support
- Children will use green or pink pen to respond to marking or to peer mark, writing self or peer and their initials
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Written marking will include the following strategies:-

- Pink comments outlining positive ways in which the pupil has met their learning objective
- Green comments giving pupils an **action** in order to further improve their work
- 'Think about' bubbles giving children something to reflect on
- Pupils are given opportunities to self and peer assess against success criteria in green or pink pen
- Pupils may collaboratively improve work by peer marking together

Appendix 2 Examples of feedback prompts requesting response

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: e.g. $□2 + □6 = 6□$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

Appendix 3: The Assessment for Learning Cycle linked to Marking and Feedback

