

### Springfields First School Feedback Policy

As a staff we believe children learn best when there are the highest expectations of their achievements and of the quality of their work.

This is achieved when children take pride in their work and therefore it is essential that the school has clearly defined and consistently applied approaches to the presentation and lay out of children's work and to the methods of feedback. We recognise that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children.

#### **The Purpose of Marking, Key Principles and Beliefs**

*Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement. Shirley Clarke, 2001*

The key purpose of marking is for the children's benefit to find out what they have got right or wrong or what could be improved. It is essential that children are given time to read comments and respond. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Children need to be trained via whole class and group marking to identify their successes and improvement needs.

By engaging children in the purposeful feedback, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking shows that teachers care about children's work. It should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next step is.

(See **Appendix 1** for whole school marking time table)

#### **Classroom practice that supports effective feedback**

Children should be made aware, through discussion, of the success criteria for the feedback of a set piece of work. **Clear learning objectives and success criteria** need to be referred to, shared with the children and reinforced with reminders as the lesson develops.

Feedback may take various forms e.g. **peer marking, self-assessment, discussion** with the children or **written** away from the child. Feedback must be manageable and focused i.e. marking against the objective being taught with reference to the success criteria. It is important for teachers to provide detailed feedback for the work of the group they have worked with as a guided group in order to move their learning on in relation to specific improvement points or targets.

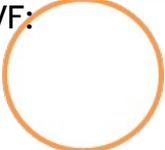
#### **Types of feedback and good practice**

**Feedback is a waste of time if it has no impact.** The type of feedback used for a task should reflect the aim of the task set. Feedback should praise, but also give guidance, consolidation and challenge. It may help to think of next steps feedback as

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**intervention feedback.** The teacher steps in to **support, consolidate, accelerate or challenge.**

**At Springfields First School all work receives feedback.** This feedback may be in the form of 'light feedback' this could be in the use of the agreed marking code or by a comment by the teacher. This will be recorded on the feedback grid. **Where pupils are working on the same objectives for a series of lessons it is not expected that new grid will be used each time.**

|                     |   |   |                                       |    |   |   |
|---------------------|---|---|---------------------------------------|----|---|---|
| Date:               | I | P | G                                     | GW | S | VF:  |
| Learning Objective: |   |   |                                       |    |   |   |
| Success Criteria:   |   |   | Teacher Assessment:<br>(Tickled pink) |    |   |   |

### Comprehensive Feedback

All children will have at least **one piece** of literacy comprehensively marked each week. Maths will be marked with a pink tick if correct or green dot if incorrect. This will usually take place after a teacher focused activity and will include 'next steps' to accelerate learning. This will be recorded in the appropriate place on the pupils work.

Comprehensive marking will identify (in line with the objective taught) **positive points** about the work that is identified in **PINK** and **points for improvement** that are identified in **GREEN** pen. This element maybe brought down to the bottom of the work as a short structured task to move the child on (e.g. simple cloze sentence, missing number sum, circling the most appropriate word etc).

The children should be actively encouraged to read and act upon comments that have been made by the teacher. This should be planned into the learning to ensure time is given to this. Improvement prompts fall into four main categories  
(See **Appendix 2** for detailed examples):

1. **reminder prompt**

2. **scaffolded prompt**

**3. example prompt**

**4. challenge prompt**

**Peer marking and self-assessment**

Children need to be shown how to assess their own and each other's work in relation to the **success criteria**.

As much as possible children should be involved with **self-assessment**: marking their own work, using the traffic light system to indicate their assessment of their own understanding or by reacting regularly to structured comments made on their work by their teacher.

Also by **peer marking** others work or by working collaboratively with a partner. Children need to have training and modelling in giving effective feedback. At Springfields First School comments made by children for peer marking are recorded on post-it notes.

Where self-assessment and peer marking are not written or annotated, children should be encouraged to find positive aspects of their/another's work and areas for improvement.

(See appendix 3 Agreement on marking partnerships)

**Marking codes**

(See appendix 4 Agreement on marking codes)

Adults provide feedback using **pink and green pen** using the marking codes.

Once the learning intention has been made clear, the feedback has to be focused on that. When there are clear examples of meeting the learning intention pink pen can be used to tick the best examples.

Children should **respond to improvement prompts in red pen** so that it is clear to the child, when they look back at their work that they have examples of improved/good work to use again.

If a comment has been made **verbally**, the adult should indicate this with a '**VF**' on the marking grid but not write what was written. If work has been undertaken **independently**, the child can circle an '**I**' at top of the marking grid. If work has been undertaken with **support** the correct code must be circled at the top of the marking grid.

**Spelling errors** that need correcting should be underlined and the child should either use a dictionary to correct them or they should be given the correct spelling by the adult for them to practise several times.

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Feedback should provide targets for pupils to work towards. These may be called next steps but they should be achievable within a short time.

The feedback given of a child's piece of work should be relevant to that child's stage of development as judged by the teacher.

### **Early Years**

Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and caregivers. Each child has a special folder to record highlights of their learning journey; parents and children are encouraged to contribute towards this book.

### **Remember**

Not all work is to be given detailed feedback. However some recognition e.g. a tick, smiley face or a quick positive comment should be made to show the child that the teacher has seen work and so is aware of the work the child is doing.

All maths work needs to be marked, at the very least with ticks or dots, and children should be given time to go back and correct errors.



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### Appendix 2- Marking Prompts

|   |
|---|
| Read your work - can you add.....( 3 full stops, an adverbial which says where, a question mark, etc)             |
| Try to find the sentence which needs to be changed/doesn't make sense and improve it                              |
| How could you check this?   |
| Now try these...( if activity writing about prompts/pictures/adding punctuation/grammar)                          |
| Is there another way you could write this information (highlight sentence)?                                       |
| Can you find a way you could write this in a shorter sentence?  |
| Finish this sentence.....   |
| Fill in the blanks.....   |
| Highlight the sentence where you have used..... (adverbials, connectives, correct punctuation, speech marks, pers |
| Improve this sentence by adding.....  |
| Tell me 1/2/3 reasons why I should give you a wow! Point for this work.   |
| Tell me .....that have....?   |
| Tell me two sentences that have adverbials  |
| What.....would you use to....?  |
| Eg What word would you use to show mw what the character is feeling?  |
| Please write another..... connective/sentence to show me.....   |
| Show me how this sentence would work with....   |
| Please talk me through what you have done so far.....   |
| Show me how you would write it with .....   |
| Adverbials/connectives/punctuation  |
| What would happen if....?   |
| What new words have you learnt? What do they mean?  |
| What if you could only use?   |
| What if you could not use?  |

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**Appendix 3 - Agreement for peer marking**

**Appendix 4**

**Springfields First School Marking Codes**

Green pen = steps to grow

Pink pen = tickled pink

**I** = independent work

**S** = support

**G** = group work

**GW** = guided work

**P** = paired work

**English Marking Codes**

**CL** = capital letters

**FS** = full stops

\_\_\_\_\_ = spelling mistake

\_\_\_\_\_ = grammatical mistake

\_\_\_\_\_ = punctuation

// = new paragraph

**Maths Marking Codes**

✓ = correct answer

• = incorrect answer