

# MARKING AND FEEDBACK POLICY

## Chapel en le Frith C of E VC Primary School

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
14.12.2022		T2 2023	SLT – School Review Only	N/A	

# Chapel en le Frith C of E VC Primary School

## Marking and Feedback Policy

### Principles and Aims of the Policy

At CPS, we mark work:

- To assure children that we value their work, and to motivate them.
- To assess each individual's work, to identify problems and to help us plan for the future.
- To not only correct errors but also to celebrate successes and point a way forward.
- For the benefit of the children, to keep parents informed and as a reminder to all adults working with the children of what they need to work on.

### Principles:

There is a consistent and manageable method of feedback, assessment and pupil response throughout the school. Work is assessed promptly and feedback given as close as possible to the time of the work being completed, **preferably within the lesson**.

All adults working with the children are involved in giving feedback.

Children are given opportunities to respond to feedback and to make improvements to their work, using a purple pen so that improvements and corrections can be seen.

Clear strategies for improvement are given.

Feedback and assessment are used to inform future planning and target setting.

### Work is assessed and feedback given in a variety of ways:

Live feedback within a lesson

Distance written feedback after a lesson

Whole class feedback

Self- and peer-assessment

### Live feedback within a lesson:

- A pink pen will be used to show areas of achievement and a green pen will be used to identify misconceptions. This then gives the child a chance to respond instantly. (Positive Pink and Green for Growth)
- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal. The triangle system should ALWAYS be used next to the Learning Intention: / = the child hasn't achieved the objective, \ = the child has partially achieved the objective /\_ = the child has fully achieved the objective. A triangle that is coloured in demonstrates that the child has worked at a Greater Depth.
- If a child has needed help within the lesson, the adult giving the help will indicate this by putting an 'S' by the work. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, this is recorded in children's books with VF.
- Errors in maths are indicated with a green dot.
- Key spellings are identified at the start of the lesson and these are then the focus spellings during a live mark.

### Distance written feedback:

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, subject and task.

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- Lengthy written marking is not a proxy for effective feedback.

#### **Whole class feedback:**

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences. This is particularly effective during the editing process of an Independent Write.

#### **Self-marking:**

- Children mark their own work in purple pen and have opportunities to correct as they go along.
- Children are given answer sheets or use Success Criteria to ensure accuracy of marking.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

#### **Peer-marking:**

- Children mark a friend's work using purple pen, using answer sheets or Success Criteria.
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

#### **Other strategies used:**

Positive comments should be written in pink as and when you feel the praise is deserved.

However, for extended independent pieces, a positive comment is **expected** to recognise the effort that the child has given.

Good examples of work to be shared with the class during the sessions.

Stickers/stampers/drawn smiley faces can be used to give praise.

When marking a class piece of work on Seesaw, work is to be marked in accordance with the school policy. Homework will be given bespoke feedback by the class teacher, if needed.