

## Feedback and marking policy

### Rationale

For children to make progress **teachers** need to know the level of every child's understanding. They do so by looking critically at children's work and through differentiated questioning.

For children to make progress **they** need to know how well they have been doing and what **they** need to do to improve. Teachers communicate this to children both orally and in writing (marking).

### Annotating Work

Every piece of work must be annotated using the pink and green pens. Individual examples should be ticked in pink or have a green dot beside them. Comments in pink should relate directly to the learning objective and state explicitly what the child has done well.

"Well done" for example would not be specific enough. The child needs to know **what** he or she has done well.

"Well done for using fantastic descriptive vocabulary" however would provide the child with informative feedback.

Whenever appropriate, where children have used an incorrect method or have reached an incorrect answer, teachers should model an example using green pen.

If the Learning Objective has been met, teachers should record this with 'L.O met'.

### Next steps

**Each lesson should begin with 5 minutes in which children have the opportunity to read and respond to their pink and green comments (where applicable).** For lower ability and SEN children this may involve the teacher / TA reading and discussing the marking with them.

The children's next steps may include quick corrections or adding extra detail. It may also be what you want to see in the next piece of work.

For those children that did not meet the learning objective the previous day, there should be a short, focussed, 'follow up' session with the class teacher or teaching assistant where misconceptions are addressed. If the majority of the class have not met the learning objective, then the learning objective should be revisited for the whole class.

### Correcting spelling.

Not every single spelling mistake should be corrected. As much as possible spelling corrections should be linked to the spelling, phonic or high frequency word focus in class. There should be a maximum of 5 spelling corrections per piece of work.

The green pen should not only be used for corrections. As 'green is for growth', children should be given an extension question related to the day's learning objective to answer during feedback time. This could also be an opportunity for children to explain their answers/thinking. This could be referred to as the 'green pen challenge'.

### **Verbal feedback.**

Verbal feedback is primarily for children who can't read teachers' marking. If a child is given verbal feedback the 'verbal feedback given' stamp should be used in their books. As well as the stamp, the next steps in green should also be used which should explain what the verbal feedback is for example, 'Next steps: Remember to use speech marks when somebody is talking'. Verbal feedback will be used more in Years 1,2 and 3 but also higher up the school with lower ability and SEN children.

In Upper Key Stage 2, the verbal feedback stamp should be used if a child is told something directly in the lesson. Teachers should stamp their book and the child should write down how they were told to improve. From that point onwards, the improvement should be visible in the book.

The level of support children have had to complete their independent task should be made clear with the letters 'I' for independent work, 'TS' for teacher support or 'TA group' for TA support.

### **Plenaries and mini plenaries**

Plenaries and mini plenaries should be used to highlight progress and to address misconceptions. **They are a key factor in effective teaching.** Their content cannot all be planned as the teacher will be reacting to the progress in the lesson. Mini plenaries in particular should be short and highly focussed.

### **Self-assessment in Maths.**

Children should self-evaluate against the learning objective on a daily basis using the traffic light system. After the lesson, any children who have used an orange or red traffic light should be followed up with a discussion or extra support.

### **Self-assessment in English.**

Success Criteria.

In English success criteria will be used as part of self-assessment.

Success criteria should be used to support the differentiation of work. Children should be aware of the success criteria for their ability group. Success criteria should be discussed with children and be available to them on their tables or in their books.

Success criteria should be in the format of a check list. Children should assess their progress towards the learning objective by ticking off the criteria. The success criteria could also be ticked off by the teacher.

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