



CRANFORD PARK CE PRIMARY SCHOOL MARKING AND FEEDBACK POLICY

This policy should be read in conjunction with the following policies:

- Teaching and Learning Policy
- Assessment Policy
- Behaviour Policy

Introduction

At Cranford Park Primary School, we believe that quality feedback is an essential part of the planning, assessment, teaching and learning process which can have a significant positive impact on learning. We recognise research which shows that when pupils receive effective feedback about their learning, their speed of learning increases. All staff are expected to follow the agreed system for feedback in order to provide a consistent experience for pupils, parents and other staff.

Feedback aims to reduce the gap between where the student is and where he or she is meant to be. We believe that the most effective way of offering feedback to pupils is through dialogue. Effective teachers regularly discuss with their pupils, "This is where you want to be, this is where you are and this is what you can do to close the gap." Feedback is offered in all curriculum areas.

Key Principles

Feedback should be Timely

We recognise that feedback is most powerful when given at the time of learning, as the child is working, or as soon afterwards as possible. At Cranford Park, adults use their judgement as professionals in a constructive way when working with young learners to take them forward, offering immediate feedback to pupils while they are working to address misconceptions and/or move them on. Much feedback, including written feedback (marking), can be completed 'over the shoulder' during lessons.

Feedback should move children on in their learning

All feedback, including marking, should have impact on learning, challenging and supporting pupils to make progress. Feedback should:

- Ⓢ highlight achievement/success to be repeated;
- Ⓢ maintain recent progress and address misconceptions by asking the child to re-visit areas of learning;
- Ⓢ rectify misunderstandings and ensure accuracy;
- Ⓢ scaffold improvement to move children on (closing the gap prompts);
- Ⓢ offer examples to model good practice;

- ⓐ provide challenge;
- ⓐ identify the next steps for learning;
- ⓐ provide feedback about the process of learning as well as the content.

Feedback should be specific

Feedback should be constructive and offer specific guidance to the learner in how to further improve. It should be focused on the learning and should not be personal. Feedback will generally be related to learning objectives or success criteria, which should be shared and made clear to the pupils in advance, or to a personal target previously agreed between teacher and pupil.

Feedback should be responded to

Feedback is only useful if used effectively by the child. It should encourage a dialogue between teacher and child, involving children in the progress of their learning. Children should be given quality time to think about and respond to feedback, thus reflecting upon and improving their work/learning and engaging in an 'effective dialogue' with their teacher, be this verbally or in writing. This is a skill which children need to be taught. Response time for written comments will generally be given at the start of Maths and English lessons, allowing children to reflect on their previous learning. Pupils at Cranford Park respond to written Maths and English feedback using a 'purple pen of progress', editing and assessing their own work. Teachers will then assess children's response to feedback and intervene further as required. Staff are encouraged to consider how children are making use of their feedback, thus evaluating its impact.

Feedback should build independence

Feedback should be consistent and stage appropriate, allowing children to develop their own skills and take increasing responsibility for their learning journey. An effective feedback dialogue will empower pupils, thus improving their understanding of their own learning and progress. The more transparent the teacher makes the feedback process for the pupil, the more independent children can become. As children progress through the school, they take increasing responsibility for monitoring their own progress, guided by their teacher.

Feedback should recognise and build on pupils' self-assessment and peer feedback. Examples of good work should be regularly highlighted and shared within classes (WAGOLLS) and children should be specifically taught to offer and receive high quality feedback (as in Austin's Butterfly). They should be encouraged to evaluate their own and others' achievements against the learning objective, success criteria, or good model (WAGOLL). Using visualisers to share work is an ideal way of modelling the feedback process. Pupils may offer feedback in written or verbal form and this may involve 'learning partners'. Children should not add written comments to other children's work, but should give verbal advice or write on a 'post-it' note, remembering, "The author holds the pen and has the final word."

Feedback should encourage a Growth Mindset

We recognise the importance of developing a growth mindset in our pupils and will therefore ensure that our feedback encourages this. We are aware of the hidden messages in some praise. For example, if a teacher says, "You learned that so quickly! You're so clever!" a child hears, "If I don't do it quickly, I'm not clever!" If a teacher says, "You're so brilliant, you got them all right without even trying!" a child hears, "I can only be brilliant if I don't have to try."

At Cranford Park, we recognise that our language tells children what we believe and what we value and we are careful to focus any praise on effort and achievement, not ability. Examples of how we feed back to children may include:

- Ⓢ Let's look at what you've achieved.
- Ⓢ Your skills have really improved. You've got much better at
- Ⓢ You can use this mistake. Think about why it didn't work and learn from it.
- Ⓢ You kept going, well done.
- Ⓢ Every time you practise, you're making the connections in your brain stronger.
- Ⓢ Well done, you chose something tricky – it's making you think – you'll grow your brain!
- Ⓢ If you could already do it, you wouldn't be learning anything.

Whole school positive feedback, including 'Values Awards,' postcards, honour book and other certificates, are used to reward effort and progress. Teachers may also use their own reward systems, appropriate to the age/needs of their children to recognise effort/achievement/good learning behaviour, not ability.

Marking

Marking is written feedback in response to children's work, evidence of which can be found recorded in books. At Cranford Park, written feedback is offered to pupils regularly in Maths and English from Year One, as content in these subjects is ongoing. Early Years staff will provide written feedback, within the guidelines of this policy, only as appropriate to the needs of their children. A warm write would receive an extensive mark. Other work should be marked as required to move learning on. Marking should be carried out in a pink or green pen. Written comments should be clear and legible, providing a good model of handwriting and grammar for the children. Written marking has the potential to be a powerful and useful ongoing diagnostic record of children's achievement that feeds into future planning. It can be carried out with the children, as written evidence of verbal feedback given (eg "We discussed ..."), or in isolation, but should be timely, regular and actionable. Marking is carried out for the direct benefit and improvement of the children's learning. It should inform them of the progress they are making, encourage them to improve their work and close any gaps. Marking may also recognise achievement, presentation and effort, showing pupils that we value their work.

The following symbols should be used for consistency and will generally be in the margin:

✓ or ✓✓ to highlight success to be repeated.

○ Or ☁ placed around work to draw attention to areas needing improvement, or as a space to add further learning.

☐ → to show closing the gap prompts. Children should be encouraged to 'tick' the box when they have completed the task set. Teachers should then check response.

VF Verbal Feedback was given.
A key word or phrase helps the pupil and teacher to remember the content of the discussion. This can be written by teacher or pupil.

Sp or rayzon
Spelling mistakes (usually 3-5) should be marked with a sp in the margin and underlining the part of the word which is wrong. The child is then expected to correct them with purple pen/purple pencil. These words could be added to any personalised spelling lists and where they are common, should be added to the class 'oops' board.

S

These symbols can be used to identify whether work was supported or done independently. For example, a paragraph of writing or a Maths question completed with teacher guidance. This can be done 'over the shoulder' and is important for supporting assessment judgements and for moderation.

We recognise that over-marking of work can overwhelm and demoralise a pupil. Any corrections made should be supportive of the child's learning. The ability of the individual pupil and the effort that they have put into a piece of work will always be taken into account when marking. We do not mark for presentation alone; presentation comments can be in addition to the marking and can consist of "Discussed presentation" or brief reminders such as 'Date?' or 'Ruler?'

Feedback from Home Learning

We value the interest that parents take in their children's learning and recognise that they will value feedback. We therefore endeavor to provide this on a regular basis. With regard to half termly projects, we realise that many children are likely to have put a significant amount of time and effort into completing these home tasks and will therefore, at the very least, acknowledge this so that children feel the task is valued and worthwhile. Children will be given the chance to present/share, discuss or evaluate their home tasks in an appropriate way. Work could also be acknowledged with a 'Tapestry' or 'Dojo' comment from the teacher, a post-it, which could include peer comments, or by celebrating it in assembly, such as through the Honour Book.

Monitoring and Review

The Senior Leadership Team and subject leaders will monitor the implementation of this policy to ensure that these guidelines are being used consistently throughout the school. Monitoring will include learning walks, lesson observations, work scrutiny and discussion with staff and pupils. Personalised feedback will be offered to staff for their Maths and English written feedback and training will be given as per needs identified. In order to ensure a consistent approach, marking will form part of our staff induction procedures.

This policy will be reviewed at least every three years by the Headteacher. Any alterations that come from this review will be ratified by the teaching staff.

Policy Written: February 2024

Date for Review: Spring 2027