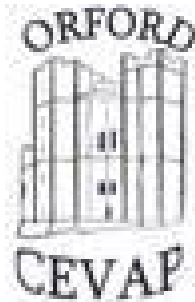


Orford CEVA Primary School



Marking and Feedback Policy

**We are 'seeds sown in the good soil'
(Matthew 13:23)**

Rationale

Feedback is a dialogue between staff and pupils, where pupils are given the skills and opportunity to respond constructively and take a more active role in their learning. Effective feedback enables children to be clear about their strengths as well as areas to develop which will in turn help them make good progress. It is the staff's responsibility to ensure feedback is clear, constructive and appropriate for the learner's needs. Staff should also value children's work to support motivation and develop pride in work.

Principles

Effective feedback may take many forms including written comments in books, discussion with an individual child, whole class/group feedback, pupil self-assessment and peer assessment. All children will experience the full range of these during their time at primary school.

To maximise the value of the time teachers spend marking, the following principles should apply:

- The system for feedback should be clearly understood by the pupils.
- Prompt and regular written/verbal dialogue with the children.
- Written /verbal feedback should be given after work has been completed to ensure that children are aware how they can improve their learning.
- Children are clear about the learning objective, success criteria and expected outcomes, but these do not have to be recorded in books
- Children should be given time to respond to marking and feedback (CRAFT time)

Expectations

- For each lesson, children will be introduced to the learning objective, success criteria and expected outcome. These can be shared visually or verbally.
- Learning objectives should be written or stuck in the children's books for every piece of work recorded in their own book. When marking, teachers should write next to the Learning Objective:
 - o WT - if the child has not met the objective/partially met
 - o EX - if the child has met the objective
 - o GD - if the child has exceeded the objectiveStaff may also add a + or - if they feel a child is on the border of achieving/exceeding the Learning Objective.
- Throughout each lesson, verbal feedback will be given to children as and when necessary. If a child receives extensive verbal feedback, the adult should circle/highlight the item discussed and write VF, or use a stamp. If the feedback relates to more than one area within the work, the VF symbol should be accompanied with a short word/phrase to explain what the focus of the feedback was.
- Marking and feedback will be in blue from the member of staff.
- When responding to feedback in CRAFT time, children should respond to marking in pink.
- Peer or self-assessment may be done in a colour other than blue or pink.
- Staff working in a small group, the symbol © must be recorded in the child's book, or a stamp used. No further recording will be expected, as **short feedback loops** will be used as a means of feedback. The books must be

given to the teacher at the end of the session for the assessment to be made against the learning objective.

Strategies

- Spot Your Mistakes (Whole Class)
 - Take in work and read/evaluate but do not indicate any errors at this point
 - Identify an area to improve either via post-it or circle and write what you would like them to improve/action e.g. Find 5 spelling errors or improve adjective choices
 - Give child dedicated CRAFT time to find and fix the mistakes themselves
 - Ensure criteria checklists or models/examples are available as a scaffold if necessary
- Short Feedback Loops (Guided Groups)
 - Model the task you would like children to complete
 - Set children off and monitor what they are doing without feeding back initially.
 - Stop at regular intervals and refer back to the success criteria, recognising individual achievements and/or areas to improve.
 - Give children next question/task/problem (which has the same success criteria)
 - Repeat actions/loop.
- CRAFT time
 - All marking and feedback must be followed by CRAFT (Correction, Reflection, Act on Feedback Time)
 - CRAFT time will be referred to as 'Correction and Reflection' time with the children
 - The purpose of CRAFT time should be explicitly explained to the pupils
 - CRAFT can be planned in as part of the next lesson, or in another session throughout the day e.g. registration time, but staff must be available to support children and engage with them

Monitoring and Evaluation

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievement and progress. When monitoring the marking policy, the performance indicators will be:

- Clear improvement in children's attainment
- Teacher, child and parent testimony concerning the usefulness of the marking and feedback
- Consistency in teachers' marking throughout the school demonstrating a whole-school approach
- An awareness on the part of the pupils of what is expected of them