Treloweth Primary School

Feedback and Marking Policy

Date Agreed: 14/1/17	Chair of Governors: Mrs K Monk	Headteacher: Mrs L May
Date For Review: 13/1/18		

At Treloweth School, our aim is to create a culture of effective feedback between teachers and pupils in order to support great learning using those approaches which research and evidence suggest are most useful. Feedback should be of most benefit to the learner and in this policy, we seek to make the most effective use of teacher and support staff time.

Key Principles

Feedback should:

- Be an integral part of the process of 'live marking' which is evident in all lessons.
- Be a two way process: teachers learn and adapt their teaching from feedback they receive.
- Take place at the earliest opportunity to have the greatest impact on learning.
- Primarily be a verbal process that takes place between teachers and children.
- Include written comments where it is appropriate (e.g. extended pieces of writing).
- Allow time for children to respond to the feedback they receive.
- Be age appropriate.
- Be based upon a thorough understanding of individual children and their learning.
- Ensure all work is seen, accurately marked and acknowledged in order that teachers know children exceptionally well.

The focus of feedback and marking should be to further children's learning. Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification. Written comments are only used where they are accessible to children according to their age and ability. Feedback is part of our wider assessment processes which aim to provide an appropriate level of challenge to children in all lessons, allowing them to make good progress.

Providing Feedback

Effective feedback takes place as close to the point of teaching and learning as possible. The timing of feedback is categorised into the following stages:

1. **Immediate feedback**
   This takes place during the lesson and allows teachers to adapt their teaching and give feedback at the point of teaching.
2. **Summary feedback**
   This takes place at the end of the lesson and is used to acknowledge learning and quickly gauge understanding. This feedback will inform planning and may involve a 'note to self'.
3. **Deep marking**
   This takes place away from the lesson and provides feedback to the teacher about how well children have understood concepts or applied the skill. This feedback informs planning for future learning opportunities. It should include a written comment to the child. The 'note to self' will be used to inform next steps for the class, group or individuals.

Written Comments

All recorded work must be 'marked' in some form. Errors will be picked up using 'dot on the spot'. Teachers will also be mindful of presentation and handwriting. The use of written comments will be kept to a minimum – time is better spent using feedback to inform future planning. There is no requirement to evidence verbal feedback. Editing and redrafting will be expected.

In maths, teachers apply the above but will also model misconceptions/strategies to support learning when necessary.

Type of feedback	What it might look like	Evidence (for observers)
Immediate **Dot on the spot!** To also include 'Pit Stop/s' to check learning.	**Takes place within lessons as part of teaching.** • Includes gathering feedback from verbal responses, mini-whiteboards, books, etc. • Takes place in lessons with individuals, small groups or the whole class. • Is given verbally so that the impact can be immediate. • May be given by teaching assistants, other adults or peers. • May involve further support, challenge or a change of task. • May re-direct focus of teaching or the task. • Does not need to be evidenced byway of written comments.	Classroom Observations and Learning Walks. Dot on the spot (in **pink**) seen in books. Black pen to make improvements from Year 2 → 6 (Year 1 pencil). **Green** highlighter used for impressive work. Re-model in maths e.g. draw a number line, grid, etc. (in **pink**) Spellings in margin (where possible) Year 1 → 6 moving towards independence (in **pink**).
Summary To also include 'Editing Time'!	**Takes place at the end of a lesson or activity** • Usually involves groups or whole classes. • Provides an opportunity for evaluation of learning in the lesson. • May take form of self or peer- assessment against an agreed set of criteria. • May involve review questions. • In some cases, may guide future areas of need or particular interest. • Editing tables will be part of every lesson from Year 2 → 6 (in **black** pen).	Classroom Observations and Learning Walks. Evidence of self and peer assessment- Author holds the pen! May be evidenced in adaptations of planning/next steps or marked on 'note to self' sheet.
Distance/Deep marking Will involve 'Note to Self' for those that may have exceeded the learning or those who have not understood.	**Takes place away from the point of teaching** • Provides teachers with opportunities for assessment of understanding. • Adaptation of future lessons through planning, grouping or adaptation/modification of tasks. • Teachers may group books into different piles to identify where 'group feedback' is required in the next session. • 'Note to self' will be used for teachers to organise feedback and support their teaching in the forthcoming lesson/s. • Plan a short task that takes learning forward or consolidates learning.	Monitoring of pupils' books, planning and through professional discussions between teachers and leaders. All work is acknowledged by either a tick & initialled, smiley face or star. **Green** highlighter used for impressive work. Written comments should be evident when deep marking. Use of 'note to self' to address next steps in learning. Modification to teaching seen within planning. **Pink** dots used moderately to ensure basics are not missed.