



## Feedback and Marking Policy

**This policy is intended to ensure clarity and consistency across the school in terms of feedback practice.**

### **Feedback should enhance learning through:**

- Drawing children's attention to what they need to improve
- Signpost ways in which they can improve including how they can be challenged
- Feedback on what they have done well and time to self-evaluate
- Develop the children's confidence in their own ability

### **Agreed procedure:**

- Learning objectives and success criteria are shared with the children and are central to the feedback process and enable examples of success to be celebrated.
- A variety of approaches are taken to feedback success including children sharing one another's work (peer feedback), self-assessment, one to one or group discussion with an adult. Where possible, we encourage 'live' marking where feedback and next steps are given to the children during the lesson.
- Time is identified within planning for children to read comments and make a response including corrections. This is referred to as RAP (reflect and progress) time and the task will be completed in blue pen.
- Success criteria should be shared with children and checklists of things to look for provided, when they are peer 'marking' or self-assessing. Feedback should, wherever possible, be formative and direct the children to the next stage in their learning. This should be linked to the learning objectives and individual targets.
- Next steps provided during live marking and RAP tasks should include: questions, reminders, examples of what they need to do, phrases, words or processes they need to copy.
- Each unit of writing will incorporate a planned feedback session where children can improve their final piece and respond to the RAP tasks given.
- Maths planning will include part of the lesson where children can respond to RAP tasks.
- At least once a week, feedback and feed forward should be provided, in maths and literacy. Positives and next steps should be used to celebrate achievement and signpost improvement.
- For other subjects e.g. topic and Guided Reading, feedback and RAP tasks to be given where appropriate and is evident in the planning.
- Next steps (RAP tasks) could be shared in a variety of formats: labels, coloured dots, verbal comments on Seesaw or in person or written

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- Adult feedback should be in green.
- Children will respond to feedback and edit and improve their learning using a purple pen.
- All learning slips to be initialled by an adult

### **Is this working? (Impact)**

- Do book looks show that the feedback policy and scheme is being applied?
- How clear are the children about the symbols used and their purpose? (see diagrams below)
- Have children taken on board corrections and attempted to correct their mistakes?
- Have comments made, led to evidence of progress in the children's work?
- Is there evidence that feedback has informed future planning?

This policy will be reviewed annually.



## Early Years Marking Codes

- \* positive area
- next steps
- . incorrect answer
- V verbal feedback
- T worked with a teacher
- TA worked with a LSA
- I independent
- G guided
- S supported

## KS 1 Marking Codes

- \* positive area
- next steps
- . incorrect answer
- Sp spelling mistake
- P incorrect or missing punctuation
- C capital missing or in the wrong place
- V verbal feedback





## KS 2 Marking Codes

- \* positive area
- next steps
- . incorrect answer
- Sp** spelling mistake
- P** incorrect or missing punctuation
- C** capital missing or in the wrong place
- ?** does not make sense
- ✓ great word choice
- ^ missing word/s
- // new paragraph
- V** verbal feedback



**n.b.** As children move into UKS2, codes should be put in the margins to allow children to identify where in the line the mistake as been made.