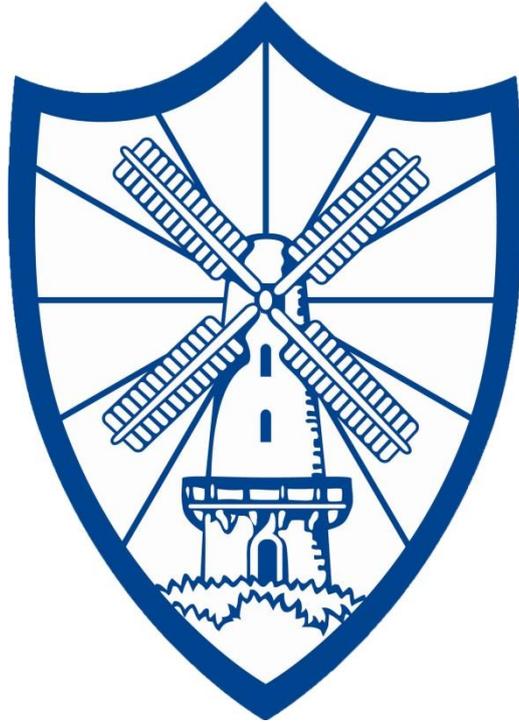


Meopham Community Academy



Feedback Guidelines Year 1- Year 6

Next review date: 2017



Rationale

We believe marking should provide constructive feedback to every child, focusing on successes and improvement against learning intentions and success criteria. Marking should help children to become resilient, reflective learners and give them strategies to be able to improve their work and take the next steps in their learning.

Aims

Effective marking should:

- Give feedback to children, inform them of their achievements and identify the next steps in their learning.
- Relate to the learning intentions and success criteria for each lesson.
- Give children specific praise for the successes of their work, showing it is valued.
- Give children clear strategies on how they can improve their work.
- Help teachers to evaluate their teaching and inform future planning and next steps in learning.
- Provide a tool for both pupil self-assessment and teacher assessment.

Where a child has received support, for example in the form of additional adult input, scribing or the use of a resource, this should be annotated on the task. Members of the Pupil Support team will add a sticker to the task where they have provided support to the child during the completion of a task.

Basic feedback:

Basic feedback would include at least one of the following:

- Verbal comments and oral feedback within the lesson- this can be indicated by a stamp.
- In written work, highlighting three examples of where the children have either met the learning intention or their target.
- In number work, highlighting or ticking those answers that are correct.
- In all work, a dot should be used to indicate an incorrect response (as opposed to a cross).
- No comments need be written at the end of the task, but teachers will take the opportunity to identify a maximum of five spelling errors (age – appropriate), grammar, presentation, layout, number formation and misconceptions.



Effective feedback (quality marking)

This must relate specifically to the learning intention. In Literacy, this detailed marking should be used as a minimum at the end of an extended piece of writing. Detailed feedback would include the following:

- In a written task, three examples of where the learning intention has been met.
- Consistent use of the two stars and a wish stamp.
- Next step comments, including the opportunity for a response from the pupil using an 'R' followed by an arrow to indicate a response is required.
- Spelling corrections of a maximum of five errors (age-appropriate).
- Punctuation and grammar misconceptions should be addressed.
- Target stamped against the pupil's individual targets.
- In maths, opportunities for corrections should be identified and misconceptions addressed.
- In maths, the use of open-ended questions to challenge pupil skill can be used as a 'next step' opportunity.

Marking improvement prompts:

Reminder prompt- linked to the success criteria and learning intention. E.g. Say more about.....Explain this for me Remember to read your sentences out loud to check they have all the words they need to make sense. Please write the second sentence so that it makes sense.

Scaffolded prompt: A sentence given by the teacher with missing words or an open ended question. E.g. How could you make the ending more exciting?
Stanley shook with fear... can you use 'show not tell' to continue this description?

Example prompt: giving two or more alternatives or asking the child for an idea of their own. E.g. Can you find two adjectives that could be used to replace 'nice' in your writing?
Stanley was scared can be rewritten asHis heart thundered in his chest and his cheeks flushed red. Can you write your own 'show not tell' description in the same style as mine?

After quality marking, time should be given either in the next lesson or in a designated response time for children to read the marking comments and respond to the suggestions made against the 'wish' comment. Where children have responded to feedback marking in their books, teachers should acknowledge the child's response.

Pupil self-assessment.

Children will be given opportunities to evaluate their own successes within a lesson or topic. In extended writing tasks, they will be encouraged to use success criteria lists or marking ladders to evaluate their success in their writing. In other lessons, children will be able to self-evaluate their learning using the learning line. They will be encouraged to comment on their learning at the end of tasks.