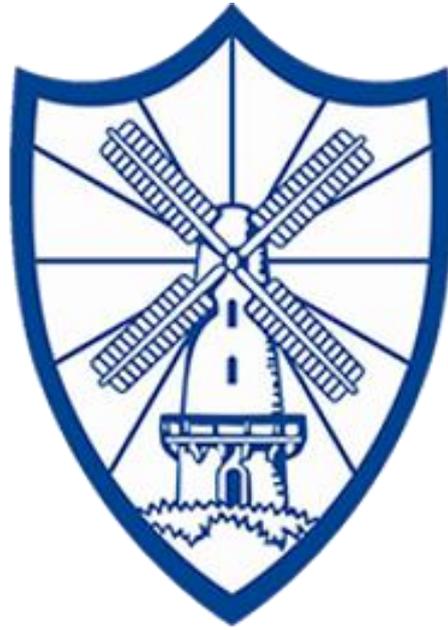




Meopham Community Academy



Enjoy, Learn, Aspire

Feedback Policy

This policy was reviewed by: Paul Hale, Deputy Headteacher
Date: September 2019
Approved by Governors: October 2019
Next Review Date: September 2021

Rationale for our approach

Ref: Ross Morrison McGill (2017) Mark. Plan. Teach.

Marking should:

1. Develop high-quality assessment
2. Develop diagnostic feedback across all subjects
3. Be realistic in terms of workload
4. Be approached with common sense
5. Work for teachers and students from the outset

Aims

- The importance of 'working the classroom' to provide prompt verbal feedback to pupils and to ensure feedback is meaningful and aids progress
- The importance of 'live-marking' whereby teachers sit with the pupil side-by-side and they look through the work together
- The highlighting of green for successes and the Marking Code for areas for development is used: this ensures that marking is focused and specific
- To recognise effort and achievement and to show that work is valued
- To achieve a balance between all types of marking and feedback
- To develop the children as active learners
- To ensure consistency throughout the school
- To build on a learning intention and clear success criteria for each lesson
- To develop the children as independent learners by self-marking and peer-marking work
- Marking and feedback should be celebratory, diagnostic and informative

- Target children/groups may arise as a result of marking and intervention takes place to correct any misconceptions or re-teach principles
- Regular mini-plenaries reinforce learning
- Subsequent marking focuses on areas for development and the highlighting system is used
- Not all work needs to be or should be marked – the emphasis is always on making progress, not marking for marking's sake
- If teachers feel that the pupil has not made sufficient effort, then they will inform the pupil and explain that they will not mark the book until the problem has been rectified

Principles

Marking and feedback should:

- Be meaningful, manageable and motivating
- Relate to specific Learning Intentions and success criteria, which are shared with children at the outset of the task
- Encourage dialogue between teacher and child
- Identify and reward achievement by recognising individual effort and progress
- Identify areas for improvement which can and should be acted upon
- Provide opportunities for reflection on learning, including time to respond to marking and feedback

Feedback

a) Verbal Feedback

It is our belief that verbal feedback is the most effective, where the teacher and the pupil have developed an honest, trusting and productive relationship where the teacher can point out both the areas where the pupil has achieved the success criteria but also the areas that require more development. This may be when a teacher walks the classroom and drops in on pupils as they are working to give feedback. There is also live-marking whereby marking is done in lesson time with the student, side-by-side.

b) Written Feedback

Increasing the use of planned peer and self-assessment (both individual and whole class) will ensure that pupils have a clear understanding of the marking policy and will require the teacher to mark less in order to achieve more. Teacher-marked work should be live-marked, or as soon after completion as reasonably possible and, similarly, returned to the pupils as soon as possible: ideally the next lesson. The children will then have time to reflect and/or improve their work.

Marking for Improvement (Writing)

Highlight green (positives against learning intention)): ambitious vocabulary, correctly used punctuation, good phrases/expressions. Words, phrases and sentences that are highlighted in green are examples of good work: they may be well-chosen words/phrases/sentences; or work that matches the success criteria; or where the pupil has met an individual target.

Use the Marking Code to indicate areas for development. Children will be given opportunities to review, edit and improve their work. Where appropriate, children may self or peer mark. Spelling errors will be noted so the children can then correct them or be supported with them; there should be a focus on high-frequency words. Learning walls and spelling mats may be used to model correct spellings. The teacher models the correct spelling or the child corrects it using available resources and, where appropriate, will copy the word a number of times or use it in a sentence.

- A 'Learning Intention Achieved' stamp is used to indicate successful learning.
- Children may be asked to use purple pens to edit and improve their work.
- Marking will include a range of scaffolding, reminder and question prompts.
- Outcomes of marking will influence future planning and provision, as part of the assessment for learning process.

- The impact of marking and feedback will be evident in improvements in children's subsequent work.

Marking for Improvement (Mathematics)

Tick correctly used calculation and method are examples of good work: or work that matches the success criteria; or where the pupil has met an individual target.

Use the Marking Code to indicate areas for development. Children will be given opportunities to review, edit and improve their work. Where appropriate, children may self or peer mark. The teacher models the correct method or the child corrects it using available resources and, where appropriate, will reapply method in another example.

Marking by the Teaching Assistant (TA)

Where TAs are working with an individual or group of children during a lesson, TAs may be asked to mark these children's work during the lesson, in order to provide immediate feedback. TAs may also be asked to assist with scoring of tests such as times tables or spelling tests. Children's learning is always reviewed by the teacher.

Marking by cover supervisors and supply teachers

Staff covering classes will mark in green pen only and pink improvement points are not used.

Grammar, punctuation and spelling

In Year 2 and Key Stage 2, grammar, punctuation and spelling errors may be identified using our marking codes. The code in the margin signifies an error contained in the corresponding line of work, which children need to identify themselves. (See Appendix 1). The number and nature of grammar, punctuation and spelling errors identified will be manageable and connected to the Learning Intention, recent learning or standards expected for the appropriate year group.

Self and Peer Assessment

Self and peer assessment are effective forms of assessment where children are asked to check their work against the Learning Intention and Success Criteria. A range of methods and tools for self and peer assessment are used throughout the school, as appropriate to the lesson and age of the children.

Appendix 1 : Marking codes

<i>sp</i>	spelling mistake
<i>p</i>	punctuation missing or mistake
<i>VF</i>	Verbal feedback given
<i>C</i>	capital letter missing
<i>fs</i>	full stop missing
<i>^</i>	missing word or words
<i>/</i>	needs a new line
<i>//</i>	needs a new paragraph
<i>g</i>	grammar mistake
<i>?</i>	writing doesn't make sense
<i>✓</i>	correct answer
<i>.</i>	incorrect answer
<i>hw</i>	handwriting
	finger space
<i>NS</i>	not enough work completed (Not Satisfactory)
<i>WCT</i>	worked with class teacher
<i>WTA</i>	Worked with TA
<i> </i>	Independent

Appendix 2 - Example of written work with feedback

LI: To describe a setting

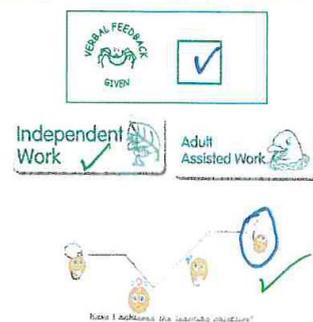
WB: Monday 2nd September 2019



There ^{were} ~~are~~ people every where I ^{could} ~~can~~ see people waving and saying goodbye to loved one. I ~~can~~ almost fell asleep during the fat M ayors boring speech. Men ^{were} ~~turned~~ into soldiers as they step ^{ped} onto the trucks. There ^{were} ~~is~~ a horrible smell lingering in the air it smells of starch or oil and I think there's a ^{slight} smell of rotten cheese! There was a marching band playing cheery music and lots of people ~~singing~~ singing along. I ~~would~~ wanted to run onto the truck with my dad. I couldn't believe I was letting him go. I felt like I ^{had} ~~was~~ in a ^{rash} bush of good bumps. I was so excited! It felt like I had just won Hoys! ✓

Writer's toolkit:

Steps to success:	My assessment	My teacher's assessment
I can use a range of senses to describe a setting.	✓	✓
I can choose and use interesting adjectives.	✓	✓
I can use a simile in my description.	✓	✓



A fantastic paragraph to describe the atmosphere. (2HPs)
Remember to keep the writing in the past tense!



Appendix 3 – Example of maths work with feedback

Tommy says,



To calculate $4,320 \div 15$
I will first divide 4,320
by 5 then divide the
answer by 10

Do you agree?
Explain why.

No because if you divided
by 5 first you should then have
to divide by 3 because $3 \times 5 = 15$. ✓

Calculate:

- $1248 \div 48$
- $1248 \div 24$
- $1248 \div 12$

$$\begin{array}{r} 0104 \\ 12 \overline{) 1248} \end{array}$$

$$\begin{array}{r} 026 \\ 4 \overline{) 104} \end{array}$$

What did you do each time? What was
your strategy?
What do you notice? Why?

I divided by two numbers that
went into the number
went

$$\begin{array}{r} 052 \\ 2 \overline{) 1048} \end{array}$$

now try $1248 \div 12 = 104$

$$\begin{array}{r} 052 \\ 12 \overline{) 624} \end{array}$$

$$\begin{array}{r} 104 \\ 3 \overline{) 312} \end{array} \quad \begin{array}{r} 0312 \\ 4 \overline{) 1248} \end{array}$$

what do you notice about the questions and
answers? That the 52 was double the 24.

The question halves the answer doubles.