



Feedback and Marking Policy

'Learning to Live, Living to Learn'

Introduction

This document is a statement of the aim, principles and strategies for behaviour at Hartlip Endowed Church of England Primary School.

Learning to live! Living to Learn!

Inspired by our founder Mary Gibbon, we are a welcoming, nurturing community, providing the opportunity for each person to recognise and fulfil their God given gifts and abilities. Through a creative, inclusive curriculum, we inspire all to be lifelong learners, equipped with the skills needed to be thankful, generous members of society.

We believe that we all learn by making mistakes. Our behaviour policy is centred around this acceptance. We understand that we come from different backgrounds. In school we learn to live together with the acceptance that our behaviour has to be: **Good for me! Good for you! Good for everyone!**

Our Values governing our every day school life

Our Christian School Values are: Friendship, Forgiveness, Peace, Trust and Thankfulness

Friendship: As the Good Shepherd cares for every member of the flock, we live together in friendship. In learning to live, we accept that not every person may be our friend and at times, we may, like the Lost Sheep, lose our way. Despite our difficulties, we are all still members of the same flock. We care for each other and treat others in the way we would like to be treated ourselves.

Forgiveness: In order to live in friendship, we must learn forgiveness. We recognise that in living together, we will make mistakes. We understand that to live in friendship with each other, we must learn to forgive each other, in the same way that God forgives us:

“forgive each other, just as in Christ God forgave you.”

We teach that we learn from our mistakes. By forgiving others, we ensure that we live in friendship:

“Be kind and compassionate to one another, **forgiving** each other, just as in Christ God forgave you.”

Peace: When living in friendship with each other and learning to forgive each other, we experience peace. This learning extends beyond our school community in to society. To live in a peaceful world, we need to cascade friendship and forgiveness.

Trust: As the sheep trust the shepherd to take care of them, we learn that Christians believe God takes care of us. Our school community is a safe environment where all can flourish. Children and parents trust staff to provide a nurturing, caring and safe environment where all can fulfil their God given gifts and abilities. Children, parents and staff trust the leadership of the school to ensure their safety in an environment whereby everyone can thrive. In the same way that a shepherd protects sheep from all harm and danger, the school does likewise for its members.

Thankfulness: Just as a sheep is thankful for the safety of a rich environment, so too are we thankful for our school community and all that it offers. We learn to be outward looking, thinking about ‘we’, as opposed to ‘me’. We try in all things to ‘give thanks,’ to be grateful for what we have and to give to



others less fortunate than ourselves. We seek to serve and extend this learning in to a wider world, learning to live!

Explaining our Bible references

Our Vision at Hartlip School is embedded in the imagery of God/Jesus as the Good Shepherd. We draw upon these images in both the Old and the New Testament of the Bible. We believe that our daily living in school, directed by our values draws parallels to that of a shepherd taking care of his sheep.

We have one rule to add to our School Christian Values: we keep our hands and feet to ourselves.

As a Church of England School we are committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: "I came that they might have life, and have it abundantly."

Introduction

The feedback and marking policy is a working document which generates and informs good practice within the school. It is an expectation that practice is consistent and a means of promoting learning.

We believe that feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential. Every child will flourish and no child will be lost.

Policy Principles

Marking and feedback should:

- Relate to learning objectives and success criteria, which must be shared with children.
- Include and involve all adults working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every student can improve.
- Be seen by children as a positive means to improving their learning.

Policy aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.



- Ensure children are praised when they focus their comments on the learning objective for the task.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given.

Strategies

Quality Marking

It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be **Quality Marked** and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning objective. Quality marking will take place once per week in extended writing and as necessary in Maths and Literacy. Quality marking in other subjects will be once during each topic. Sketch books in Art will be marked by means of a sheet in the front of the book, to avoid writing on the sketch.

Strategies for Quality Marking :

1. *Teachers use a green pen to give feedback to children*
2. *Teachers may ask a question, or support a child in next steps, or identify mistakes and misconceptions with opportunity for further practise*
3. *Teachers will give a target for next steps: A 'closing the gap' comment written in pink pen which will help the child to close the gap between what they have achieved and what they could have achieved. Such closing the gap comments will fall into these three categories:*

A reminder prompt: This simply reminds the child of what could be improved: 'What else could you say here?'

A scaffolded prompt: This prompt provides some support: 'What was the dog's tail doing?', 'describe the expression on the dog's face'

An example prompt: This prompt gives the child a choice of actual words or phrases: 'Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.'

Children are given time to respond to teachers' comments.



Many strategies need to be used on a daily basis to enable teachers to move children on in their learning. We have decided to use a combination of the following other strategies to enhance our teaching and essentially help children to strive to achieve highly

- **Summative marking:** This is a snapshot judgement on the standard of a piece of work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.
- **Formative feedback/marking:** This can be either oral or written, but should always be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.
- **Oral Feedback :** Oral feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Oral feedback can be feedback from the teacher, to the teacher, and from and to peers. Oral feedback needs to be focused around the learning intention. Feedback can be given at an individual, group or whole class level.
- **Distance Marking:-** Marking should be positive, clear and appropriate in its purpose – it needs to offer constructive feedback linked to the learning objective. The outcomes need to inform planning, teaching and learning. Children need to be able to be able to read, understand and respond to comments.
- **Acknowledgement Marking:-** This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.
- **Closed task marking:** This is associated with tasks such as class spellings and tables tests which require a *tick, cross, arrow etc.* Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.
- **Self – and paired marking:-** Children should be involved in the analysis and constructive criticism of their own work where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, modification and improvement become a natural part of the process of learning.



Organisation and Practice

We have agreed to:

- Ensure that children are always provided with success criteria, which is related to the learning intention, so that they are clear about expectations.
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place.
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

Monitoring

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An oversight of marking will be gained through work scrutiny and book sampling by senior teachers and subject leaders.

