



ROBY PARK
PRIMARY SCHOOL

Feedback & Marking Policy

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Review Sept 2021

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At Roby Park Primary School, the sole focus of feedback and marking should be to further children's learning and provide an appropriate level of challenge. The impact of feedback will be evidenced in children's progress.

Effective feedback should:

- Redirect and refocus the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Provide specific guidance on how to improve, not just what's wrong

Children need to be taught to see writing as a process with many stages. These include: planning, drafting, proof-reading, editing, redrafting, publishing and evaluating.

Marking codes

When marking, the following codes should be written in the margin to inform children of editing they need to address:

	Code in margin	How to use
Spelling	S	Circle the incorrect part of the spelling only. Children should be taught to rewrite the incorrect spelling above their mistake, correcting the circled letters only. E.g. becuase
Punctuation	P	In the margin, of a sentence incorrectly punctuated, write a P for punctuation. Children need to look on their line, at the whole sentence, to see where the missing/incorrectly used punctuation needs to be edited.
Grammar	G	In the margin, of a sentence with incorrect grammar, write a G. Write a squiggly line under the part of the sentence with the wrong form of grammar used. E.g. The boys was playing football.

We want our children to:

- Become immersed in texts and language, speaking and listening and talk for writing before writing
- Be comfortable making mistakes and understand that this is part of the learning process
- Understand that writing takes time and that good writers edit and improve their writing

Proofreading: re-reading written work and looking for secretarial mistakes/ correcting. Children may benefit from doing this the next day rather than immediately after writing.

Editing: making significant changes to the structure/ content of writing in response to feedback. This may be done in the lesson or the next day.

Making feedback count

- Feedback delivered closest to the point of writing is most effective.
- All work should be reviewed by teachers at the earliest opportunity to impact on future learning. Teachers must read every child's writing whenever they write.
- There is no expectation for feedback to be written in children's books and verbal feedback does not need to be recorded. This will be evidenced by children's responses and progress.

Types of feedback and evidence:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching including mini-whiteboards, books etc• Takes place in lessons with individuals or small groups• Often given verbally to children for immediate action• May involve use of another adult to provide support or further challenge• May re-direct the focus of the teaching or the task	<ul style="list-style-type: none">• Lesson observations/ learning walks• Improvements evident in books, either through editing or subsequent work
Summary	<ul style="list-style-type: none">• Takes place at the end of lesson/ activity• Often involves groups or whole classes• Provides opportunity for evaluation of learning in lesson• May take form of self or peer assessment against steps to success• May guide a teacher's use of feedback focusing on areas of need identified	<ul style="list-style-type: none">• Lesson observations/ learning walks• Timetabled pre- and post-teaching based on assessment• Some evidence of peer and self-assessment• Improvements evident in books, either through editing or subsequent work
Review	<ul style="list-style-type: none">• Takes place away from the point of teaching• Provides teachers with opportunities for assessment of understanding• Leads to adaptation of future lessons through planning, grouping or adaptations• May lead to targets being set for pupil's future attention or immediate action	<ul style="list-style-type: none">• Adaptations to teaching sequence tasks when compared to planning/ other groups• Use of annotations to include future grouping• Improvements evident in books, either through editing or subsequent work

When books across the whole curriculum are marked, work should be assessed using a number system:

- 1 = working towards ARE
- 2 = ARE
- 3 = Above ARE

Any discrete teaching e.g. grammar should be marked/ corrected.

Maths will continue to be marked with a tick or a dot.

Foundation subject work should be acknowledged in line with the marking of English. Verbal or written feedback should be used to correct mistakes/ direct learning.