

# Feedback and Marking Policy

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**Tadley Primary School**  
*Learning for Life*

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## Our Vision

At Tadley Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

## Our values

Our values of Pride, Kindness, Diversity and Community underpin everything we do at Tadley Community Primary School. Therefore, it is important to us that we celebrate our differences and we are a fully inclusive school – welcoming children and adults from all backgrounds, beliefs, cultures and circumstances. We want all our children to feel safe, loved and valued. That is why we passionately believe every child and adult in our school community is important and special to us and we always prioritise building strong relationships with everyone involved in our school.

## Learning for Life the Tadley Way!

## Aims and Purpose

Effective and regular feedback is an integral part of assessment which supports children in being able to take action within a lesson or in the next lesson. Feedback and marking inform is also diagnostic and informs planning to ensure teachers are providing the right guidance and support to improve outcomes for children. Therefore:

- The sole purpose of feedback should be to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback and marking should empower children to take responsibility for improving their own work.
- Written comments can be used to support children to locate their errors and to show success where appropriate.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to children in lessons, allowing them to make good progress.

## Formative and Summative Feedback and Marking

### Formative Feedback and Marking

- How can I improve this ...
- How could I better understand this ...

This type of feedback and marking will be the most frequent and will take the form of oral feedback and comments on work. Staff will use a range of formative assessment techniques such as whiteboards, exit tickets, quizzes etc. to show the learning that has been effective.

## Summative Feedback and Marking

- I can ...
- I know that ...

This type of feedback and marking is most likely after end of unit, term, year assessments.

Consistency will be achieved by following the agreed guidelines (see below) so creating a whole school approach.

## Feedback and Marking Guidelines

### The Teacher will:

- Share the lesson title, objective and success criteria with the child through explicit modelling and give actionable feedback throughout the lesson. **There is no expectation for children to write this down but it should be visible in the lesson.**
- Ensure the focus of feedback and marking is on moving the child forward – focusing on actions that the child can take to improve future performance rather than looking back on past performance.
- Respond positively and be specific showing children the things they have been successful and should continue doing whilst being as specific as possible about what would move their learning forward. For example, instead of writing or saying, 'write a better conclusion' the teacher will specify how the child's conclusion could be improved. Avoid effort or good work comments which give no next step improvements.
- Allow time for children to respond to feedback in the lesson itself or the next available time (ideally later the same day or the next day).
- **Independent writing will have two stars and a wish given as feedback- children should be given time to action this.**

### The Child will:

- Listen to and read feedback from their teacher and take action to move their learning forward.
- Evaluate their own work throughout a lesson using the prompts, scaffolds, success criteria and lesson objective given.
- Evaluate the work of others sensitively when appropriate.

## Types of Feedback












<p>The content of feedback may focus on:</p> <ul style="list-style-type: none"><li>• The task that a pupil has undertaken.</li><li>• The underlying processes related to a specific subject.</li><li>• A pupil's self-regulation.</li></ul>	<p>It may be directed at different people:</p> <ul style="list-style-type: none"><li>• To the whole class.</li><li>• To a specific group of pupils.</li><li>• Just to an individual pupil.</li></ul>
<p>It may be delivered via different methods:</p> <ul style="list-style-type: none"><li>• Verbally – this could be a detailed conversation or a quick verbal comment or prompt.</li><li>• Written – this may be written comments, written marks, scores, or a combination.</li></ul>	<p>It may be delivered at different times:</p> <ul style="list-style-type: none"><li>• During a lesson.</li><li>• Immediately after a lesson.</li><li>• Sometime after a lesson.</li></ul>

## Written Marking Procedures

- **Teachers show success using green/pink pen and areas for improvement using pink pen. Initial marking where possible. Live marking/conferencing at the time of completed work is shown to have more impact than marking later in the week.**

- All work, even when written comments are not appropriate should be initialled to acknowledge the child's work.
- Written work produced in Sentence Stacking Lessons should be marked to highlight spelling, punctuation and grammar successes and mistakes and time to review given.
- Sustained independent writing should be marked in depth once editing lessons have been completed and a next step should be identified for the child.
- It is expected that all teachers and learning support assistants involved in any written marking ensure that their comments are legible, spelt correctly and are accurate. In Year R and 1, the school print script should be used. From Y2 onwards the school cursive script should be used.
- Editing symbols should be used in books and displayed in the classroom.

## Marking Codes

Symbol	Actions
	This is correct.
	This is impressive.
 Highlight LO	Achieved the LO if appropriate. Can be partially highlighted.
	Sticker, stamp or smiley face- great effort no comment needed.
	Stars- positive feedback – skills or topic based.
	Wish- skill or fact that needs improvement.
. X	Incorrect answers are dotted or crossed.
	Pink pen- action needed.
Sp. color 	Incorrect spelling- wiggly line or circle with SP. – practice of spelling needed.
VF	Verbal feedback or conferencing/live marking.
S	Supported work by an adult.
I	Independent work.
 	Capital letter. Boxed or double underlined.
 or FS	Finger space.
Gr.	Conjunction or grammar mistake
P	Punctuation missing
^	Missing word
//	New paragraph
HP	House point awarded for great demonstration of skill or effort.

At the end of year 5 and in year 6 teachers will use a dot to indicate an error or correction needed and pupils will have less direction to encourage self editing independence in line with SATS requirements.

There is no prescribed frequency of marking, only that marking should have impact. **All books should have evidence of support of literacy and handwriting using the codes provided above.**

## Presentation of Work – Spelling, handwriting and punctuation

All pupils are expected to present their work as follows:

1. Work will be presented neatly – including DUMTUM (Date, Underline, Miss a Line, Title, Underline, Miss a Line) where needed
2. Handwriting will be neat and legible
3. Use of appropriate punctuation
4. Words known will be spelt correctly
5. One line to be drawn through mistakes (with a ruler)

Teachers will comment on these aspects of the child's work if this is part of the Success Criteria, if they are children's individual targets or do not meet the child's usual standards. Correct letter formation should be modelled to support children with self-correction.

Where appropriate, children will have up to 3 high frequency or topic spellings corrected or identified in their work. These words will be underlined with a squiggly line. The pupil will be expected to correct them or copy out the correct spelling.

If a child consistently presents work inappropriately, the teacher will discuss this with him/ her and will monitor the work.