



For the love of learning, friendship and faith

Melling St. Wilfrid Church of England Primary School

### Feedback and Marking Policy

At Melling St Wilfrid School feedback is defined as a response to pupil's work. This can be marking, discussion and formal or informal progress meetings. We believe that it is through effective feedback that formative assessment information can be utilised to support planning, target setting and achievements. It encourages pupils to reflect on their own achievements and to celebrate success.

#### **Aims:**

- To provide explicit feedback about individual success and aspects that need attention.
- To encourage dialogue between pupils and staff regarding progress, success and areas to target
- To use consistent methods/ strategies throughout the school.
- To respond to individual learning needs,
- To use strategies which are appropriate to the purpose and context of the feedback/ work.
- To allow specific time for pupils to read, reflect and respond to marking.
- To set and review targets to encourage pupils to self assess and reflect on their work.
- To support pupils' progress and improvements in their work, valuing their results and efforts.
- To collate information on achievement
- To inform other parties about the work and achievements of an individual.
- To involve all adults working with pupils in the classroom.

#### **Purposes of feedback:**

For teachers:

- Demonstrates pupil's knowledge and skills achieved
- Indicates where revision or repetition is needed
- Indicates the next step for learning
- Sets the context in which the work was undertaken e.g. "you have worked well with your partner".



- Can sensitively indicate pupil's personal circumstances which may have a bearing upon work quality
- Helps determine groups for learning
- Provides a sense of achievement e.g. self assessment of success in meeting teaching objectives
- Indicates levels of achievement
- Informs future planning
- Informs changes in medium or short term planning
- Provides a review of the range of achievement
- Establishes a teacher / pupil dialogue about learning.

For pupils:

- Signposts next steps in learning
- Provides a personal response
- Acknowledges achievements
- Encourages pupils to reflect upon their efforts to preserve and strive for excellence
- Allows pupils to interact with the adult giving the feedback
- Teaches pupils that feedback on areas to develop or targets is a normal, positive step in learning new skills.

For parents and other audiences:

- Indicates points for individual development and progress
- Shows what the school values in pupil's work
- Demonstrates Melling School's expectations
- Shows how the teacher has worked with and acknowledged the efforts of their pupils.

#### Process of written feedback:

Written feedback can be given on any piece of pupils' work. Not all work will be "quality marked". Teachers need to decide whether work will simply be acknowledged or given detailed attention.

- To give the work meaning, clear context.
- To support pupil feedback
- To demonstrate the above to external agencies
- To concentrate on a particular skill/ concept, maximising effort
- To prevent misinterpretation of instructions/ lesson objectives occurring.

When marking the work, it is the learning objective and success criteria that are the focus. The marking shows success and improvement needs against the learning objective.

The feedback of achievement of the learning objective doesn't just occur at the end of the lesson. Some marking and discussion of the work in progress should take place during



the lesson. This process will support assessment and reduce marking at the end of the lesson.

### **Written comments**

Written comments are included onto pupil's work to support constructive feedback to pupil.

Comments may be:

**Specifying attainment.** Identifying specific aspects of success.

**Specifying improvement.** Identifying mistakes and how work can be improved.

**Indicating independence.** Reflecting on the level of adult support given to complete the task.

Adults need to consider whether pupils can read and understand the comments, allowing some response time to them. It is recognised that comments are also used to inform other audiences about that particular piece of work, using the categories above.

### **Verbal response:**

This method of feedback is key in the Foundation Stage and all comments are reinforced by gesture, demonstration and include rewards. Verbal feedback is given to individuals, groups and to the class as a whole. Comments take the form of constructing achievements and the way forward. Both develop a dialogue with pupils, encouraging them to assess their own work and providing strategies to support future development. Oral responses are planned for and adults act as role models, with the use of positive language.

### **Procedures of marking:**

- Look for progress and success before areas to develop. Effective marking is supportive and positive for pupils.
- Link marking to the learning objective and success criteria. Refer to these when giving verbal feedback.
- Link marking to set targets, individual, SEND, groups, layered targets, etc. as appropriate.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking.



- Work is marked regularly, either during the lesson or promptly after completion, to allow effective and immediate feedback to be given.

#### **Pupil's self assessment:**

Pupil should self evaluate wherever possible. Pupils can identify their own successes and look for improvement points. The plenary can then focus on this process as a way on analysing the learning. Teachers can also select a piece of work to "quality mark" to model the marking process as part of the plenary session.

#### **Paired response:**

From the Foundation Stage pupils are encouraged to support each other through feedback on learning and achievement. Older pupils can sometimes act as response partners and pair-mark work. Pupils should be trained to do this and ground rules set, such as listening, confidentiality, etc. Pupils should first point out things they like then suggest ways to improve the piece but only against the learning objective. The pairing of pupils should be based on ability and trust.

#### **Use of marking and teacher assessments:**

The following indicators demonstrate that assessment is being used formatively:

- Planning documentation
- Teachers' annotations, indicating change in pace
- Additions / supplementary work
- Learning objectives covered and achieved
- Learning objectives not covered or partially achieved and reasons why
- Review or evaluative comments about aspects needing development, "where next"

#### **Strategies to control and organise feedback:**

- Spread out intense feedback activities, throughout the week or term
- Not marking all the work in the same depth.
- Discriminate between the need to mark with or without the pupil present
- Provide verbal feedback as appropriate, which then doesn't require written marking
- Organise efficient forms of feedback to pupil, choose from class, individuals and groups
- Use the plenary session to evaluate and respond to work
- Consider recording of work produced by groups
- Use of classroom support for straight forward, objective routine marking
- Involve pupil in marking their own work or appropriate pieces of work but such marking is to be checked / acknowledged by the teacher
- Ensure clear presentation by pupil to aid/ ease marking
- Mark to the given learning objective and success criteria



Date: October 2024

Review date: October 2027

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Signed (Chair of Governors): Mary Jackson