

Tolleshunt D'Arcy St. Nicholas C of E (VA) Primary School



Feedback Policy

Adopted: 2020/21

Next review: 2022/23

PURPOSE OF THE POLICY

To provide clear guidelines on assessment matters for parents/carers, pupils, staff and other stakeholders.

Our approach to feedback and marking

Marking and feedback have three criteria in our school:

- It tells pupils they have done well
- It shows them how to improve
- It shows improvements and progress in the response to marking

Monitoring of marking is based on those criteria.

Basic presentation in all books

- Long date used in English and short date in mathematics.
- In mathematics' books, 1 square: 1 digit for clarity of calculations
- In KS1, KS2 and Early Years WALT (We Are Learning To...)
- Stickers with the WALT can be stuck in by the teacher
- Emphasis on legible handwriting in all books; pencils are sharp
- In Years 1- 6: pupils are taught to cut, trim and glue their work if necessary
- All books are labelled with the pupils' names, with a reminder of the presentation and the marking code.
- Achievement statements are found in the front of every child's English book, mathematics' book and reading record.

Marking

Written work is always marked. All the written work is self-assessed by the pupils and sometimes peers assessed: the teacher verifies the quality of the assessment.

Self-Assessment and Peer Assessment

Sometimes, the pupils will assess each other's work and write a code to symbolise this. The peer marker will be directed by the teacher and mark against the success criteria. In mathematics, for instance, they will be provided with the answers in order to mark with accuracy. Both self and peer assessment will always be verified by the class teacher and taken into account for further planning.

Teacher's marking, assessment and feedback

The teacher will assess how well the pupils have met the WALT.

The teacher will decide which pieces of work will be marked in-depth using, where appropriate:

A positive feedback or comment based on what went well with age-appropriate terminology and using the growth mindset: 'well done' must be accompanied by a comment explaining what the child has done well.

Positive feedback should recognise the efforts linked to the learning objective or ongoing progress of previous next steps. Positive feedback always accompany next step marking.

The next steps may be areas of future focus, reminders, challenges, processes and example prompts as appropriate. This may be done through comments, questions, discussions, diagrams or coaching during guided groups that help pupils understand. The teacher might decide to give verbal feedback and this is shown as: VF in a circle.

Response to marking

Pupils are taught to respond to marking in English and mathematics and also in other pieces of work which require improvement. I