



## STEPPING STONES SHORT STAY SCHOOL

### FEEDBACK and MARKING POLICY

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning, assessment and target setting

**We believe that the way children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.**

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments.

#### **PURPOSES: Reasons for feedback**

- To recognise, encourage and reward children's effort and achievement, and celebrate success.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and areas to improve in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in their learning. This in turn will build up the children's resilience, making it "OK" to make a mistake.
- To indicate how a piece of work should be corrected or improved against assessment criteria.
- To help pupils develop an awareness of the standards they need to reach in order to achieve a level of work in line with or above their personal abilities and peer group.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and standards achieved.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.

**Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back to planning.**



## Principles

If children are to develop as independent learners, with awareness of their own strengths as well as areas for development (learning targets), it is essential that:

- They are made aware of the learning objectives of tasks/lessons and of criteria against which their work will be marked/assessed. *'This is what you are going to be learning and this is what I am looking for'.*
- The learning needs of individual children are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.

**At Stepping Stones marking -either verbal or written, takes place with the children, e.g. when staff are working with a focus group or individual. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.**

## Towards a whole-school approach

In order to achieve a whole-school approach, marking methods must be agreed and should be:

- Consistent across year groups
- Developmental across the age range
- Consistently applied by all those working with children in school, including supply teachers and support staff.

## The nature of feedback

- Comments should refer to the learning intention of the task.
- Comments may form the basis of a discussion between teacher and child, e.g. reviewing targets set.
- Comments may be oral or written, formal or informal.
- Comments may be given on a group or individual basis.

***Research has shown that immediate feedback is the most effective. (P Black)***

## Oral feedback

- Is most powerful and has maximum impact when pointing out successes and improvement needs against the learning objectives.
- Is usually interactive and developmental. It may give reassurance or a quick check on progress.
- It provides teachers with information about student thinking.
- It provides teachers with feedback to help them decide on next steps.

## Written feedback should be

- Legible and clear in meaning.
- Developmental, i.e. children will find out how they are getting on and what the next learning step will be. (It's wasted effort if children aren't informed by it and can't progress as a result of it).

**Where written feedback is used at Stepping Stones, it forms a record of key teaching points discussed with a pupil; the written feedback will primarily be creating a means of monitoring and evidence for assessment purposes.**



## MARKING METHODS/ CLASSROOM PRACTICE

Staff at Stepping Stones School, understand the importance of the effectiveness of immediate oral feedback and is part of an on-going positive response towards children's learning in the classroom.

### General points

- Lesson objectives and expected outcomes will be shared with the children at the beginning of lessons and staff will check for understanding.
- Individual targets within English and Maths to be stuck into the front covers of pupil books.
- Teachers should always mark/highlight that aspect of a pupil's work which relates to the planned learning objective i.e.:
- Staff to use the following highlighted colours to indicate progress and next steps:
- **Pink tick/ comment indicates the progress made that lesson against the learning objective; and pupil individual targets (progress).**
- **Green comment indicates next steps required in order to take the child's learning forward (growth).**
- No marking is to be carried out in red pen.
- Work must be dated.
- Pupil absences will be recorded on planning and in books with the dates of absence to ensure that staff is aware of gaps in learning.
- Any 'coding' or short-hand marking (e.g. initialling work to acknowledge it), should be consistent across the whole school. Staff other than the class teacher should initial marked work. Supply teachers to initial with ST. See Appendix A
- In Maths or recorded tasks where there is a right/wrong answer, a dot to be used rather than a cross to encourage the pupils to have another try.
- Use of a child's name in a written comment personalises it.
- Sharing work with the whole class or with a focus group is helpful, supportive and celebratory.
- Children have opportunities to share their work with the rest of the school during the daily meeting. Currently, Spring 2022, with 4 classes, it is carried out on a fortnightly basis for each class.
- Self-marking/ evaluation against shared learning objective/ agreed criteria can help empower a child to realise his or her own learning needs and to have control over future targets. At Stepping Stones this is carried out within verbal 1:1 feedback and reflected in the adult's comments. This is with a view to gradually building up a child's resilience, to eventually reaching a point where each child is able to participate in a more structured traffic light approach. Red – I found this difficult/I don't understand/ this is new learning for me; amber – I am getting there/ I am starting to understand aspects of ....; green – I understand/ I have made progress with.....
- Apart from written tasks being completed for presentation purposes/ art work etc, the use of erasers in classes will be at the discretion of the class teacher. At Stepping Stones School we understand the needs of some children when getting everything 'perfect' can be important to a child; however, this can become obsessive and the learning surrounding a written task can be compromised. Therefore, there will be times within a child's learning where it will be explained no erasers are to be used; and errors will be marked by brackets by the children – i.e. mistakes are OK; mistakes help us learn.
- Grammar, Punctuation and Spelling
- Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.



- High frequency words, common exception words, phonemes and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at.
- In topic work, technical language should be corrected when it is not spelt correctly and the GPS should be marked in the same way as work in English books.
- **“Write a line – miss a line”** is to be used within school, primarily with younger pupils where formation and orientation within handwriting is large; or with pupils who are able to write legibly and are writing using narrow lines. This strategy will ensure clear reading and editing of children’s work is maintained. Where this strategy is not needed, (due to wider lines) the adult is to edit by putting a clear line above the error/amendment for the child/adult to write on.
- Learning objectives written at the start of a piece of work can be at the teachers’ discretion, according to the needs and abilities of the individual children e.g. it can be written by the teacher; stuck in on a label, written by the support staff.
- Class teachers to ensure any class teaching assistant working on an intervention programme with a child is aware of, and understands how to carry out the expectations of this policy.

### **KEY FEATURES IN CELEBRATING ACHIEVEMENT**

- Self-esteem is the most significant factor in being a successful learner.
- All achievements are linked, as each build further confidence in future goals.
- Links between achievements should be made explicit to children.
- Children should see learning as a continuum which, given time, anyone can master. (linked to our school’s teaching of Growth Mindset)
- Achievements should be treated in exactly the same way.
- Develop an ethos of being able to readily identify achievements and proud moments.
- High teacher expectations can only be fulfilled with parallel measures to develop self-esteem.

Discussed at Staff Meeting: 01/09/05

Reviewed at Staff Meeting: 01/09/06

Ratified by Management Committee: 01/01/06

To be reviewed Autumn 2008

Reviewed by staff Autumn 2008

Reviewed by staff December 2009

Reviewed by staff January 2011

Reviewed by Staff September 2013

Reviewed by Staff October 2014

Reviewed by Staff May 2017

*Reviewed at Staff Meeting 22<sup>nd</sup> February 2022*

*Ratified by The Committee: 8<sup>th</sup> March 2022*



## Appendix A – marking codes

### Marking Codes

**VF** – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

**I** – independent work completed by the child

**S** – support given

**G** – guided group work

**Sp** - Spelling errors –a spelling error will be underlined in green with **Sp** next to it; and the correct spelling recorded correctly above by the adult.

Success criteria and targets achieved will be highlighted in pink

Areas identified for improvement will be highlighted in green

**Stamps, stickers and smiley faces** to be used to encourage, acknowledge good work and learning objectives achieved.

**Anyone marking work other than the class teacher must initial the work they have marked.**