



THOMAS'S FULHAM FEEDBACK AND MARKING POLICY

INTRODUCTION

Feedback and marking is integral to assessment and formative learning. Affirming feedback, written or verbal, helps pupils to accept and know their abilities and honest feedback helps pupils to improve. This policy incorporates evidence of learning within pupils' written and digital work.

There are **three crucial elements**:

1. Evidence on the present
2. The desired goal
3. Some understanding, for the pupil, of a way to close the gap between the two

Feedback & Marking must:

- Relate to the learning intention and success criteria
- Be positive and constructive, allowing the pupil to take responsibility (affirmation and honesty)
- Give the pupil a sense of overall progress and strategies for improvement
- Inform teachers' future planning and target setting
- Not focus solely on 'secretarial' aspects

STRATEGIES FOR ORAL FEEDBACK AND/OR MARKING IN ACADEMIC ASPECTS OF LEARNING:

Written Feedback:

- Comments focus on the work, not the individual
- Learning intention (LI) is written at the top or preferably on a sticker on the page
- Marking is done in green ink
- All work is marked to the LI
- Positive comments are linked to the LI represented by a smiley face. Next steps (a star) are provided represented by a star to extend and deepen pupils' learning
Examples of next steps: '*What is the method to find a quantity of a fraction?*' or '*Can you explain what evaporation means?*' '*What synonym could you use to replace the adjective 'happy'?*' Next steps are highlighted by the teacher or alternatively by the pupil to indicate that they have acknowledged and responded to the next step
- Stickers (including Learning Habits stickers) stamps etc. can be used in addition to comments
- As work is marked to the Learning Intention, attention is not drawn to all spelling errors, likewise with other technical errors. If appropriate, a few high frequency/key vocabulary mistakes or taught spelling patterns are selected and written word correctly in the margin

2/3 spelling errors in a piece of written work can be practised using *Look, Say, Cover, Write, Check*

- Marking is handed back quickly to encourage discussion of work and to show the work is valued. Immediate feedback is ideal; where possible work is marked with the pupil
- In some subjects during Years 5 and 6, a grade or mark is given. Developmental comments must accompany these. Teachers are watchful that grades can provoke an immediate emotional response rather than the pupil taking comments on board. Written feedback and targets are given for practice papers. Verbal feedback is also given marked with the letters 'VF'
- Teachers are expected to comment on pupils' presentation to encourage tidy and presentable work across all subjects
- Teachers are to model legible and neat handwriting style in their written feedback and use line guides correctly

Verbal Feedback:

- Verbal feedback is ongoing throughout the lesson to guide and deepen thinking and learning and tackle misconceptions. This can be either individually, in groups or the whole class
- Teachers and Tas are positive and specific when responding verbally (rather than a negative reaction immediately acknowledging that the answer is wrong) e.g. '*how did you get four?*'
- 'White space' technique can be used – as pupils are working start dialogue by saying for example, '*try adding some adjectives*' or adding a brief note in the margin. This dialogue is recorded in their books using the letter 'VF' if verbal.
- Reflective listening – we restate pupil contribution before a judgement is made e.g. '*so you think that...*'

Digital Feedback:

- Learning intentions (Lis) will be written or verbally recorded on the digital platforms
- Dates as to when digital work has been uploaded onto digital platforms, such as Seesaw and Google Docs will be recorded in the pupil's academic exercise book. This digital work will also form part of work scrutinies carried out by CDH and Subject Leaders
- Digital marking whereby teachers record feedback via digital platforms (verbal or written feedback) so that pupils can receive immediate feedback. It also allows pupils to verbalise their response to next steps with greater detail and without the time restraints of writing
- Teachers will clearly state what the next step is when giving recorded verbal feedback or written
- At regular intervals, pupils will record their assessment for learning in Seesaw

Response Marking:

- Self-assessment and peer assessment are used regularly allowing pupils' heightened engagement in the process of learning rather than just the outcomes
- Pupils use the 'traffic lights' self-assessment system – pupils mark green, orange or red **next to the LI**
- Time is given for pupils to reflect on feedback and to give a response to any prompts/questions posed by teachers. Teacher/TA should acknowledge pupils' responses with a tick

- Pupils use different colour ink when responding to teachers' next steps

Pupils are familiar with the code below:

Marking Code in books:



Positive points

✓ Good phrase, word or idea

^ Omission

? Meaning

~~ Error (grammar or clumsy phrase, Factual)

sp Spelling error

// New paragraph

! Surprising/ inappropriate content VF
Verbal feedback given

SA Self-assessed

PA Peer-assessed

P Presentation

C Capital letter

. Full stop



Target, question, next step
(Highlight text to draw attention
to it)

Marking Mathematics:

The elements and strategies listed above apply.

- ✓ Correct answer
- Incorrect (tick when corrected)
- Written calculations are rewritten for correction so there is a record of errors for future planning
- Circle the question number if wrong to indicate where to focus

Feedback and marking non-core subjects/co-curricular subjects:

The majority of subjects will adhere to this policy; however, due to the nature of a small number of subjects there may be alternative strategies implemented to feedback progress. Many written activities are recorded on whiteboards, for example; therefore, there will not be recorded evidence in exercise books on occasions. In French, pupils make frequent use of activities that are not marked/visible in exercise books for listening/speaking/reading/writing/grammar/vocabulary and phonics practice.

Reception:

- Emergent writing is marked with the child to clarify meaning and set 'next steps.'
- Adult support is noted on work with an 'S'. If work has been completed independently it will be marked with an 'I'
- Staff to write comments in the same lines as the children use

See also: Curriculum Policy

This policy will be reviewed annually and/or when needed			
Reviewed: June 2018	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest Review: July 2020	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Next Review: June 2021	By:	Susannah Bell, Curriculum Deputy Head	