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Feedback and Presentation of Learning Policy

Marking and Feedback

Aim

To make explicit how teachers mark children's learning and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Rationale

Fishponds Church of England Academy strives to be a fully inclusive school. Our Vision statement is **Loving to Learn, Learning to Love** and this is underpinned by the Bible Passage 1 Corinthians 13 v 4-7:

Love is patient and kind; love does not envy or boast; it is not arrogant⁵ or rude. It does not insist on its own way; it is not irritable or resentful;⁶ it does not rejoice at wrongdoing, but rejoices with the truth.⁷ Love bears all things, believes all things, hopes all things, endures all things. (1 Corinthians 13 v4 -7 Bible ESV)

We have chosen 12 core values that we feel underpin that passage and we strive to teach and live these values together as a school.



We believe that feedback should reflect these values by providing constructive feedback that focuses on success and improvement needed against the learning intention.

At Fishponds Church of England Academy, feedback on children's learning will be constructive for all children. It will provide praise and help to raise self-esteem, identifying for the child what is good about their work and being clear where and how they have met the learning objectives or specific targets. This demonstrates our school's values of love, truth, perseverance, courage, kindness and respect.

It will also make explicit to children how they can improve using a close the gap prompt or model, helping children to become reflective learners and accelerate progress towards their desired level of attainment.

Children will be given time to respond to feedback, whether it is verbal or written.

Feedback may take different forms, such as:

- **Oral / Verbal** – a conversation about a child’s work with the teacher, teaching assistant, peer or other adult. There may be a record of that conversation in the child’s book or learning diary;
- **Written** – a comment about the child’s work from the teacher, teaching assistant, peer or other adult, which is constructive and supports the aims of the policy;
- **Symbols** – agreed symbols (see appendix 1) which inform staff and children whether they have met the WALT, or suggests improvements. These will also inform adults whether the work was aided or unaided.
- **Close the gap prompts (next steps)** to accelerate progress - Close the gap marking will include identifying parts of the work which are successful/meet the objective particularly well using a highlighter and a comment directing the child on how they can improve their work. (See appendix 2 for examples of close the gap marking.)

Frequency of Marking:

Subject	Feedback Expectations
English	WALT Highlighted Daily Next steps given as needed Praise evident within marking Verbal feedback given (noted with a v in their book)
Maths	WALT Highlighted Daily Next steps given as needed Praise evident within marking Verbal feedback given (noted with a v in their book)
Non-core	Verbal feedback given and WALT highlighted

Responding to Marking:

- Each class will have regular planned sessions for response to marking each week. Evidence of this taking place will be seen in the child’s response recorded in the book. A teacher may use this time to explain to a small group / individual a teaching point to improve their work. The teacher will use the V code to indicate this has taken place.
- The agreed symbols used on children’s work will be displayed in the classroom and used consistently by any members of staff responding to children’s learning. This will help to ensure all children will understand their feedback and will be able to respond in an appropriate way;
- All children will be given time to respond to comments in the marking– either during conversation with an adult or in their books. When this involves editing the text, this should be done in green pen. Any next steps which are completed separately from the previous work should be done in pencil/handwriting pen.

Presentation Expectations:

- There will be daily recording of English and Maths work. There will be a minimum of 3 pieces per week in books.
- All pieces of work should receive some form of feedback. (verbal / written)
- Each piece will have a WALT (‘what I am learning today’) in line with the school’s expectations.
- Any handwritten WALTs and dates will be underlined with a ruler. (Long dates in all books except Maths).
- All children will write in pencil until they have earned a pen licence. All adults will actively encourage our children to take pride in their work and maintain their best presentation using the school’s cursive approach to handwriting.
- All adults in school will model the school’s Handwriting Policy. All resources used should where possible should also model the handwriting policy.

- There is evidence of a clear learning journey towards an end piece of writing/ application/ reasoning in Maths.
- A success criteria will be evident for all extended writes, but may be used in other pieces where appropriate.
- There will be evidence of self - assessment
- Stampers and stickers will be used to indicate praise / positives.
- Written feedback will be completed in purple pen by teachers and should be clear and concise and where possible instantly actionable.
- Extended writes will always be 'closing the gap' / Next Step marked with acknowledgements related to the learning intention and / or success criteria.
- Any worksheets should fit neatly into books.






Writing Targets:

Writing Targets will be formulated from assessments indicating a child's next step. Marking should comment upon target **or** use target stickers to indicate target met where appropriate. Targets will be regularly reviewed and changed when the child has shown they are ready. On target stickers used to indicate target evidence.

Monitoring:

Regular (termly) monitoring will take place to ensure that standards of presentation and marking are consistent across the school. We will work as a school community to regularly review and adapt our practice to uphold this policy.

Appendix 1 – Marking codes.

	Stamps and stickers are used to give praise as well as written praise.
	Teachers mark in purple pen.
	Children can edit their work using green pen. They can also self mark using green pen. If you give the children a next step task below their work that doesn't involve a correction or editing in the text, they should do this in pencil as we've found it to look neater than green biro.
	Indicate a next step by drawing steps next to your comment. There is no need to change colour pen here (I know many schools like it to be the colour of the 'think pink')
V	V symbol followed by a quick note about what should be placed when verbal feedback given (eg. V – full stops).
WALT	You should highlight the WALT based on how they have achieved it. Green – got it Orange – partially achieved Pink – not achieved
SP H P	Codes can be placed in the margin to direct children to know what errors to look for: <i>SP – Spelling</i> <i>H - handwriting</i> <i>P – punctuation</i>
T/TA	If you have assisted the children in their work, place a T on their work. TAs should write TA.
Supply	Work delivered by supply teacher
	On target stickers should be placed in the children's English books when they have demonstrated their target accurately.

Appendix 2 –Next Steps Marking

Close the gap marking aims to improve children's attainment and accelerate progress through the use of specific prompts and comments, which are targeted at closing the gap between their current level of attainment and the next level. There is no set rule for how many times a child's work should be quality marked, however, it is important for the class teacher to use their professional judgement. When it is appropriate to write a close the gap comment, the teacher will do so. This will be on a regular basis for each child to ensure learning moves forward in a constructive and purposeful way. **Extended writes** will always be quality marked with acknowledgements related to the learning intention and / or success criteria.

One area for improvement is then selected and guided in one of the following ways:

- **A reminder prompt**

Example 1: What about adding in another adjective here? Write down the sentence underneath now:

Example 2: What is the mathematical rule for...?

- **A scaffolded prompt**

Example 1: what was the dog's tail doing? Describe the expression on the dog's face here:

Example 2: Have you thought how you can extend your example to hundreds? Try this one:

Example 3: What was the monster doing? – "The monster was so angry that he _____"

- **An example prompt**

Example 1: Choose one of these, or your own to finish the sentence: He ran round in circles looking for the rabbit / The dog couldn't believe his eyes or _____ .

Example 2: remember your partitioning looks like this: $27 = 20 + 7$.

Now do the same with these two underneath:

$$34 =$$

$$89 =$$