



Marking and Feedback Guidance

May 2019

Together We Inspire Enjoy Achieve



Introduction

At Godmanchester Bridge Academy we believe that all children are entitled to impactful feedback on their learning. Therefore all teachers will give feedback and guidance as an essential part of the assessment process. Ideally feedback should become part of a developing dialogue resulting in children's progress and should take on a positive form.

How 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 - children need to feel their work is valued. Comments will be made verbally and, when appropriate, in written form. We will provide children with guidance on how to improve their work and progress their learning. Time will be given for children to respond to feedback.

Principles of Marking and Feedback

- To recognise, encourage and reward children for their effort and achievement.
- To provide a dialogue between teacher and learners.
- To provide clear appropriate feedback of strengths and next steps in their work to help children progress.
- The feedback should always be in accordance with the lesson objective.
- To inform curriculum planning and identify children who need challenge or support.
- Feedback should be given before or at the start of the next lesson in that subject.
- To provide evidence for assessments.

The nature of feedback

- Should relate to the learning objective
- May form the basis of discussion between child and teacher
- Could be verbal or written
- May be given on a group or individual basis
- Will provide guidance to children on how to achieve their next steps in learning

Verbal feedback should be interactive and developmental. It may give reassurance or a quick check on progress, or provide encouragement and praise; or where it is more appropriate than written feedback

Written feedback should be legible, concise and clear in meaning. It should be developmental, acknowledge success and identify the next step forward.

Classroom Practice

- When written feedback is given, time needs to be planned into lessons for children to read and respond to it.
- Teaching staff should always mark the aspect of work that relates to the learning objectives.
- Any coding should be consistent across key stages.
- Evaluation including self-marking or peer-marking where age appropriate will help a child realise his/her learning needs.
- Sharing work with the class is helpful to model learning.

Marking Methods

The following describes how we will mark work and give feedback and guidance in each of the year group teams:

Foundation Stage

- Feedback and guidance will be given to each child in the form of verbal feedback.
- When suitable, written feedback will be in green pen.
- Codes will be used to show child's level of input/support – independent work, adult support, teacher assisted.
- Next steps will be shared with each child verbally.
- Tapestry will be used to signal progress or achievement of task (during independent learning).
- Teaching staff will assess work in Read Write Inc using arrows.

Key Stage 1/2

- All marking will be done in green and reflect L.O.
- Feedback will provide guidance to children on how to improve and make the next steps in their learning (including presentation).
- Personalised feedback will be given where appropriate.
- Teachers will assess work against L.O. (using arrows) and, if relevant, success criteria (using arrows). Where appropriate, children will assess their own work.
- Marking codes to be used to indicate level of support (see below).
- Children will be given time to reflect on feedback given and respond in pink pen when necessary.

Marking Codes

Marking and Feedback Codes

I – Independent *

WS – With support – followed by adult's initials

WD – With discussion

 or VF – Verbal feedback.

*In KS1/2, independent work is only signalled if children would usually work with support.

Policy Details

Date

Signature and Name

Policy approved by Senior Management: 14.05.19 Claire Wood

Policy approved by Senior Governor: 14.05.19 Stephen Peacock

Date of next review: May 2021

Policy Section: Section 1B – School Management Policies (Pupils)