



# Cumnor CE Primary School

## Policy for Feedback and Marking

Agreed by Governors:

**March 2022**

V. CARR (Chair of Govs)

E. READ (Headteacher)

To be reviewed spring 2025

### OVERVIEW

Feedback is part of a continual cycle of planning, delivering and assessing to further progress and learning for pupils. Feedback (both written and oral) is one of the most important ways that teachers can communicate with pupils about what they are learning, what their next steps are and how they can get there. Effective feedback is concise and focuses on the learning objectives or pupil's target. Ideally feedback should be verbal and given directly to children during a lesson or as soon as possible after a piece of work is complete. There are times when written feedback, for example for longer pieces of written work, is also appropriate. However feedback is given, it should be a manageable workload for teachers.

### OBJECTIVES

#### **Feedback will:**

- Support teachers' assessment.
- Inform future planning and individual target setting.
- Be seen by pupils as a positive aid to improving their learning.
- Give feedback to pupils on their learning in relation to specific learning objectives or targets.
- Identify ways in which pupils could take their learning forward and make improvements.
- Give recognition and appropriate praise for achievement and effort.

### STRATEGIES USED FOR ASSESSMENT AND IMPROVEMENT

#### **The Learning Objective** (what knowledge/skill the pupils are learning in the lesson)

- Should be used on every core piece of work. (unless for display/other purposes)
- Should be used in non-core work where appropriate.
- The learning objective should be the main focus for any feedback given.

#### **Traffic Lighting** (marking visually using colours)

- Staff and children, particularly in Key Stage 1 but also where appropriate in KS2 use the following code for traffic lighting:
  - green = I think you understand/have achieved.
  - yellow/orange = I think you are getting there/partially understand.
  - red = I do not think you understand/have achieved this yet.
- Staff highlight the word WALT or Focus. Pupils draw a dot next to the WALT or focus.

#### **Purple Pens** (used by pupils for self-marking and editing)

- Children from Y2 upwards use purple pens when they self-assess their own work this would include:
  - Marking their own work
  - Writing feedback or responding to the learning objectives
  - Answering comments or questions raised by the teacher
  - Editing their work
- Opportunities should be built in to the week for children to reflect on feedback given by staff and appropriate responses given.
- Children may peer assess using the purple pens. If this is done, the work should be initialled by the child reviewing it or marked with the code PA.

## **Self and Peer Assessment**

### **Teacher feedback**

- Teachers must feedback regularly on the 'next step' to be taken by pupils-this may be oral or written.
- Time for children to respond to written next steps/ marking should be planned into each class's weekly timetable.
- Teachers must ensure that comments and next steps are followed up regularly.
- Teachers use Assessment for Learning strategies in their feedback such as Must, Should, Could and success criteria amongst others where appropriate.
- Marking of books should be written in red as it is contrasting colour / pen to that used by the child.
- If a supply teacher takes the class, they are expected to follow this policy. When marking books they should initial their comments.
- A 'D' (for discussed) is used to indicate feedback has been given orally to the child.

### **OUTCOMES**

- Every teacher will mark books accordingly and this will provide pupils with precise information about their achievement and how to improve upon it.
- All pupils will be involved in the process, regardless of ability.
- Pupils will progress in their learning.
- Pupils will take pride in their work and feel their work is valued.
- Teachers workload is manageable and reasonable.