



# **CPS Feedback and Marking Policy**

## **The importance of Feedback:**

The importance of effective feedback is very well established. The Education Endowment Foundation Toolkit scores feedback among its most effective approaches. Seeking feedback is also integral to a growth mindset. Those with a growth mindset understand that their intelligence and performance can be improved and that receiving and acting on feedback plays a key part in this.

## **Principles of Feedback:**

Our policy has a number of underlying principles.

- The focus of feedback comments should be to further the children's learning, and need to be specific, accurate and clear
- Feedback to a pupil can be written or oral, and can be given by the teacher, teaching assistant or through self or peer-assessment
- Feedback delivered close to the point of action is the most effective
- Feedback in all forms is integral to our assessment approach
- Feedback is only ever effective if it is acted on – children should always be given the time and opportunity to respond to feedback
- All pupils' work should be reviewed by the teacher at the earliest opportunity and prior to the next lesson so that this can impact on the next steps in their learning
- Children should have the opportunity to respond to feedback (including making corrections) in purple pen

## **Learning Objectives (LO):**

Feedback (whether oral or written) should be given against the intended learning. The starting point for feedback is for the teacher to have a very clear idea of what the intended learning is and to have communicated this to pupils. Pupils should be shown what standard to aim for, then be kept on track for this learning through precise and regular feedback.

We achieve this at CPS through teachers having clear and precise learning objectives, sometimes broken down into mini goals or steps – steps for success, and a clear understanding of the quality of work/outcomes they expect from the children. Clear learning objectives and steps for success help to increase the effectiveness of feedback because the comments can be tied directly to these. Steps for success are co-constructed with pupils where appropriate.

## **Oral and Written feedback:**

Research has shown that immediate feedback is the most effective and is therefore more likely to be oral than written, after which children are able to take immediate action on their feedback. Teachers use the code 'V' to indicate where verbal feedback has been given (see Appendix 2).

## **Oral feedback:**

- Is most powerful when pointing out successes and improvement against the learning objective.
- Is usually interactive and developmental. It may give reassurance or a quick check on progress or may also be used to extend the child's learning. The effect of teacher comments will be seen in a child's response moving onto the next learning step.
- May be given to an individual, a group or the whole class

## **Written Feedback:**

- Is most likely to be needed with children in Years 2 and above when the children are able to engage with their feedback independently. However, the use of developmental green marking in year 1 works effectively through the use of marking symbols (see marking codes)
- The most effective marking takes place with the children e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning
- The use of marking symbols (see below) help children amend, edit and improve their learning

### **Marking and Assessment:**

- Learning Objectives and Steps for Success may be written or printed as appropriate. Objectives are phrased in a way which is age appropriate for the child and may be abbreviated or simplified for younger children
- For longer pieces of writing 'Steps for Success' are co-constructed together with pupils. This may involve looking together at a model piece of writing to draw out the steps for success
- Purple pen should be used by the children to self-assess/reflect on their learning in a way appropriate to the task. This could include: editing a piece of writing or writing a reflective sentence at the end of a piece of work. Children make all edits, improvements, corrections and additions in purple pen from Year 2 upwards. This reinforces a growth mindset within the children, helping them to see how a piece of work can always be improved and developed. Purple pen also helps to show how children have engaged with the feedback and tried to develop their understanding through a response.
- Children must not use rubbers to correct mistakes as this does not value the process of learning or celebrate 'marvellous mistakes'. When writing, they are to put a single pencil/pen line through the error and write the correct word above or underneath it.
- Where written feedback is used, children are expected to read the comments made and it is essential that time is allocated to do this. Dedicated time for children to make edits and improvements, respond to questions and reflect on their learning before moving onto the next activity is essential. Dedicated review and improvement time can be allocated as part of early work, at the start of a lesson, before starting independent work, during guided group time, or at the end of a lesson

### **Marking Written Work:**

Written feedback should be legible, clear and correctly orientated – adults (teachers and support staff) should themselves model a high standard of handwriting and grammar at all times. Comments are informative (i.e. not just 'excellent' etc.) qualitative and concise so they can be read quickly and easily by the child. Finale pieces of work in English are kept in a separate 'Finale Folder' and should not necessarily require further adult commentary.

All children from Year 1 upwards write on alternate lines in writing journals. Children may mark in the margin with a small dot to guide as necessary. Writing on alternate lines allows teachers to indicate improvements clearly and concisely and gives children space to make key edits and improvements. Many of these edits are made 'live' and acted on during the lesson. Finale pieces are spaced on consecutive lines and are kept in a separate 'Finale Folder' which moves up with the child each year.

It is anticipated that support staff working with a group or individual will mark work, record level of independence (see marking codes) and initial work.

Green is used consistently by adults to direct the children's reflection on marking and further actions. It is used to draw children's attention to successful learning and identify examples of where a child has met the learning objective. It is also used to draw children's attention to areas for improvement within their work, focused against the learning objectives. Spelling errors are underlined at the discretion of the teacher or

identified through the use of the code 'sp' in the margin. Depending on age, children may use a dictionary to look up the correct spelling independently.

### **Marking Codes**

Consistent use of the same marking codes across the school will result in more efficient marking requiring fewer written comments from the teacher. Marking codes used in years 1 – 6 are shown in Appendix 2.

#### **Marking other work in Year 1 – 6:**

##### **Example Outcomes in Maths:**

- The child makes repeated errors showing that they do not have a secure understanding of the learning. Books should show evidence of follow up work with the child. This could be an intervention, a guided group, purple pen work or a comment from an adult.
- The child demonstrates a good capability in the learning, but has made occasional errors that they should not be expected to. Follow up may be advice to check calculations more closely or a 'dot' beside an answer. Children complete improvement and response work in purple pen.
- The child demonstrates secure mastery of learning. No follow up is therefore needed. Learning objective is marked and praise given related to the learning objective.

##### **Other Subjects:**

The same principles, marking codes and colours are used in all subjects where feedback is useful to move the child's learning forward. However, written feedback is likely to be sparser than in English books and there are likely to be fewer follow up response activities given to children. Children may self/peer assess art work on a post-it note to remove the need to write directly on the piece of art itself.

Science: Work is marked mainly for the learning and for the understanding / skill. Although English content can receive feedback, the intended science learning should be the main focus for the child. All spelling errors of key Scientific vocabulary should be highlighted and corrected as it is vital that correct spellings are embedded and learnt.

French: Work is marked where possible in French; see examples below. Additional English comments re the learning objective may be included.

<i><b>French</b></i>	<i><b>English</b></i>
Bon Effort	Good Effort
J'écoute en classe	Good listening
Bonne lecture	Good lesson
Superbe	Super
Effort superbe	Super effort
Très bien	Very good
Bravo	Bravo!
Bon travail	Good work

### **Appendix 1**

## Feedback/marking in Year 1 (where appropriate)

Most feedback for children in pre-reading and early reading stages needs to be verbal or based on marking icons/symbols. Teachers and support staff may annotate children's work with comments that help contextualise the work and note any support needed, helping build evidence of working within early learning goals.

Teachers and support staff will use the following codes to indicate the level of adult support received:








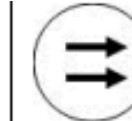
I - child has worked alongside adult but has done so independently

S1 – work completed largely independently

S2 – Some support given

S3: Significant level of support given

The following symbols are used in Reception and Year 1 Writing (and Year 2 where appropriate)

							
Finger spaces	Full stops	Pencil grip	Letter formation	Capital letters	Check and read again	Use Fred fingers to sound out and spell words	Write from left to right

Marking symbols are printed directly underneath the learning objective. Staff tick the appropriate symbols to inform children of their progress towards the learning objective. Where children have not achieved a particular step for success, a dot is placed next to the relevant symbol or symbols.

## Appendix 2

Teachers use the following codes to indicate areas for improvement:

<b>sp</b>	Incorrect spelling (in margin or next to word, sometimes with correct spelling given)
<b>P</b>	Missing or incorrect punctuation
<b>0</b>	Missing punctuation or capital letter (around the letter or space)
<b>^</b>	Caret: Something is missing (usually a word), add it in
<b>V</b>	Verbal; feedback given
<b>//</b>	Start a new paragraph
<b>√√</b>	Particularly good word, phrase, use of punctuation

*Suggested language of marking:*

<b>KS1</b>	<b>KS2</b>
Wow it Repetition Adverb Adjective Conjunction Add emotion Something specific to LO	Up level Too informal Repetition Adverb Fronted adverbial Conjunction Add emotion Something specific to LO

### **Self Assessment:**

Teachers teach and support SE/PE strategies. Children should be given the time and opportunity to self-evaluate their work (SE) and that of their peers (PE) when appropriate using their purple pens.

Children self-assess their finale piece at least twice per half term. This is achieved through a set format on sticky label:

Something I'm pleased about:

Something I want to improve:

Peer assessment may also take place on a finale piece using a set format on a sticky label.