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Approved by:	Headteacher
Responsibility of:	Headteacher
Trust or School Policy:	School

Hookstone Chase Primary School Marking and Feedback Policy

Contents:

1. Statement of intent

At Hookstone Chase we believe that all children are entitled to regular and informative feedback on their learning as part of the ongoing cycle of assessment. Assessment for Learning is central to the approach we take to providing this feedback.

The intention is for Assessment for Learning (AfL) to occur during every lesson as an adaptive approach to supporting learning. AfL improves learning and raises standards; the way teachers mark and provide feedback to children is central to this process. Hookstone Chase teachers and teaching assistants facilitate learning for all throughout the lesson in order that no child falls behind, is disengaged or inappropriately challenged with their learning tasks.

2. Aims

We provide written feedback for children's work and provide feedback on their learning in order to:

- provide them with specific information on the extent to which they have met the success criteria and/or their individual targets;
- give them a clear understanding of how far they have come in their learning and what they
- need to do next to make them even more successful in their learning;
- show that we value their work;
- boost their self-esteem and aspirations through the use of praise and encouragement;
- promote self-assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others;
- share our high expectations;
- provide a basis for summative and formative assessment;
- provide the ongoing assessment that informs our future lesson planning.
- Provide the learner with a starting point for 'fix its.'

3. Feedback and Marking

The purpose of Assessment for learning is to provide feedback in such a way that children will move on in their learning. Teachers identify the next steps to learning as well as responding to the misconceptions children make.

Feedback is given in a variety of ways:

Verbal Feedback and adjusting teaching

Children will work in an environment where learning is seen as something that requires effort. We promote risk taking and actively encourage a growth mindset. Modelling mistakes and correcting them together is an active part of everyday lessons in order that the children feel confident to take risks and learn from mistakes. The language staff use will reflect this,

e.g.:

'I know you are finding this difficult - I'm going to help you.'

'When you find something challenging, it's an opportunity to learn something new.'

We recognise that children benefit from discussing their learning and articulating their needs. In order to do this they need to be given time to reflect on their learning. Teachers will use the following types of prompts to promote this:

- What did you find difficult about learning to…...?

- What helped you when something got tricky when you were learning to ……?

- What do you need more help with about learning to……?

- What are you most pleased with about learning to …...?

- What have you learnt that is new about …..?

- What do you need to do next to get better at …?

Verbal feedback in any lesson focuses on the learning objective, success criteria,

learning behaviours and, where relevant, a child's individual targets. When detailed verbal feedback is given to a child about their written work the teacher is encouraged to revisit what was discussed soon after to check that the learning has been applied. This can be reflected in praise points in subsequent marking in books but will not be marked 'VF' in books. We expect to see improvements in work and corrections made if verbal feedback has been given during a lesson.

Learning environment and support resources

All classrooms will have learning walls with support resources that will be updated and linked to the current learning taking place in different aspects of the curriculum.

Spelling banks will be made available as appropriate and all resources that the children could use independently will be clearly labelled and accessible. All classrooms should have challenge areas that should be used to stretch all children and provide opportunities to keep all learners engaged.

The needs of the children are the most important consideration for all classroom teachers and over busy and under used displays are to be avoided. Where children are likely to have specific learning needs these will be supported by carefully thought our seating plans, labelled and organised resources that are easily accessible and not overly busy wall spaces.

Classrooms will be kept tidy and organised in order that learners know how to seek appropriate support resources to support them in their learning.

Fix it Time

All children will be given 'fix it time' for maths and / or literacy lessons to respond to written feedback, make improvements in their work and / or ask for / be given extra support to achieve their learning outcomes of the previous lessons. The Early Morning Activity time should be used to support learners with their 'fix its.' Friday morning Early Morning activity is set aside for all pupils to review their maths and literacy work from the week.

Reducing Teacher workload and supporting good emotional health and well-being

At Hookstone Chase we recognise the value of good emotional health and well-being and as such we encourage staff to reflect upon ways to reduce their marking workload whilst maintaining a high standard of teaching support for all our learners.

Teachers are encouraged to sample mark and share 'trends' or common misconceptions as a post teaching exercise rather than respond to each individual as a scaffolded written comment. So long as teachers are able to articulate the learning journey of their individual students, it is not expected that comments are made in books to stipulate how feedback was given. However, it is expected that feedback is productive and progress should be obvious in books where help has been provided.

4. **Code marking**

To support verbal feedback given and help identify areas for improvement the following codes should be used:

Code	Meaning
✓	Correct/good work
✗	Incorrect/needs improving
vf.	Verbal feedback given – give 1/2 words to identify what it was regarding
O	Draw where missing punctuation is
sp.	Write next to incorrect spelling. Following this the expectation is they will then spell it correctly
gr.	Incorrect grammar (greater than just missing punctuation)
//	New paragraph required
⋀	Insert missing word
∿∿∿	Pupils use to identify own potential incorrect spelling to check later

Appendix A - Document Control Sheet

Dissemination	How will the policy be disseminated? Who should read the document? Please detail – is this all staff, pupils/students, certain individuals/ specific roles
Implementation	How will the policy be implemented?
Training	What formal training is required and who requires training?
Monitoring & Audit	How and where compliance with the policy will be monitored and audited and by whom?
Statutory Requirement	Is the policy a…. (please tick). ☐ Statutory Policy ☐ Mandatory Policy ☑ Good Practice
Website Publication	☐ Yes ☑ No

Revisions

Version	Description of Change	Date