



*To inspire every child to recognise their full potential, believe they can make a difference and respect themselves, others and the world in which they live.*

## Primary Feedback and Marking Policy

### Aim of the policy:

- The purpose of this policy is to make it explicit how learning facilitators mark learner's work and provide feedback to ensure effective learning.

### Why do we need a feedback and marking policy?

It is important to provide constructive feedback to children, highlighting achievements and then focusing on areas for improvement against learning goals and rubrics (KSU and beginning, developing, mastering). This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables learning facilitators to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

### What are the principles that guide the school's approach to marking and giving feedback?

Marking and feedback should:

- Be manageable for learning facilitators and accessible to children.
- Provide clear feedback to children, relating to the learning objective and success criteria.
- Involve all adults working in the classroom.
- Give recognition and praise for achievement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs.
- Inform future planning and group target setting.
- Use consistent codes across the school.
- Show the children that their work is valued and purposeful.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

### How do we mark and give feedback in the Primary School?

#### Maths

- All learning is expected to be marked and commented on.
- Once a week, colour marking should be used: **pink** for work that has achieved the learning goal and is of a good standard for the individual learner, **green** for learning that needs improvement. In addition to the highlights, constructive feedback needs to be given as to the next steps for that learner.
- Time is given for the learner at the next opportunity to respond to the next steps from the LF
- Correct and well understood learning should be marked with a tick.
- Where work is incorrect due to insufficient methods or a misconception this should be modelled and addressed with the learner as soon as possible based on the learning facilitator's discretion.
- More likely, verbal feedback is given within the lesson. This needs to be acknowledged in their books with the relevant symbol.

- Time should be set aside to cover misconceptions or mistakes that were highlighted during the week's teaching and marking. This can be as a day opener, reflection or time in a maths lesson.

### Literacy

- All learning is expected to be marked and commented on.
- Extended or independent writing is marked using the pink green highlighting system **at least** once a week for all children. Where appropriate this marking should refer to the success criteria being used for the particular task.
- A next steps comment/task should accompany the highlighter marking once a week.
- Time for children to read, edit and improve on their feedback must happen at the next opportunity.

### IPC

- All learning needs to be marked to show acknowledgement and give value to work.
- **Once a week** detailed feedback to be given which links to the learning goal. This should contain a next steps question which has been identified in team planning and use the pink green highlighting
- Children to be given time to answer the question at the next available opportunity, ideally, the start of the next lesson.
- Once a week, **MP3** children will all self-reflect on their learning. Marking on their work a B/D/M and explaining why.
- Where appropriate, **MP2** can identify if they are BDM with a letter.
- Marking comments can be stuck in or written directly into books.
- Verbal feedback can be recorded through use of post-it notes, sticky labels or thought/speech bubbles. **(this will particularly be seen in MP1)**

### **Self and peer assessment**

Children are encouraged at iCAN to review and assess their own learning. This is done in all subjects through the use of rubrics.

### **Monitoring**

The school will ensure that these guidelines are being used consistently through moderation of books and observation of verbal feedback during practical group work activities.