



Marking and Feedback Policy



Last Reviewed: October 2022

Next review date: October 2023



Our School Vision and Values

At Elm Tree we will work together to give all children a place to thrive.

Elm Tree is a place where children can be seen as the individuals that they are. A safe and nurturing community that allows children to succeed socially, emotionally and academically. A place in which we ensure that we are creating wonderful memories for each child.

We do this by:

- ensuring that all children feel safe, special and happy;
- working hard to identify and meet individual needs’;
- always being caring and consistent;
- providing children with a knowledge rich curriculum that unlocks doors and provides them with a foundation for achieving success;
- empowering all members of our school family to achieve their full potential;
- building strong relationships with children and their families to support them in all areas;
- inspire our children to achieve their very best.

We recently consulted with our school community to renew our school values after a period of change within our school. The following were the leading values that were shown to be important to us all.

- Trust
- Acceptance
- Respect
- Resilience
- Inclusion
- Friendship

We use these values as a guiding beacon to lead us in all that we do as a school family.



Marking and Feedback

Aims

- To ensure that all pupils are challenged and that their achievements are celebrated
- To ensure that pupils are encouraged through feedback to improve and extend their learning.
- To ensure that marking and feedback is clear, relevant, and useful to the pupils
- To give clear guidance for all staff

Why do we give feedback?

- To give pupils the criteria to meet the next step in their learning, at whatever level this may be.
 - To ensure that pupils are made aware of their next steps, at an appropriate level.
 - To assess whether learning outcomes have been met.
 - To celebrate success.
 - To develop self-esteem.
- And if appropriate
- To encourage a reflective mind... becoming more aware of how they learn and learning from their mistakes.
 - To develop a resilience to constructive criticism.

Effective feedback must be:

- Related to the learning outcomes
- Used to inform planning
- Be useful and effective
- Used to promote self-esteem
- Used to promote self-reflection

When should we give feedback?

For most of our pupils, the feedback needs to be immediate and should relate to the learning outcome of the lesson, without missing opportunities to comment on other learning. Feedback will be given at an appropriate level for pupils to understand. We use Evidence for Learning to collect observations of the children at directed and non-directed activities. Observations need to be clear, concise and useful. Observations must be linked to a curriculum subject, where appropriate, or a specific target from a child's EHCP or PLP.



For our children, immediate verbal feedback related to the learning outcome is essential to promote an understanding of their own achievements and their next steps to success.

For students, producing written work feedback and marking will be delivered verbally and discussed in connection with the learning outcomes, and recorded on pupils' work in line with the marking system.

It is up to individual teacher's professional judgement to ensure that achievements and next steps are shared with children and staff working with them and that these are incorporated into their planning effectively and efficiently. Teachers may also wish to use the guidance to give feedback in other curriculum areas, most relevant to individual students.

Where appropriate for written work, staff will follow:

Where learning outcomes have been met and progress has been made, this will be highlighted/ commented on in green.

If a child is not secure in this learning, then it will be highlighted orange. Next steps will be highlighted/ commented on in pink, however these are not necessary unless the children will engage with them in this format.



Annotation

A key part of ensuring consistency in is the accurate and useful annotation of work including observations. Annotation should include information about the levels of support that was given and the level of interaction and engagement with the learning. There is also a stamp available which can be used to tick the level of support used in the learning.

Annotation Codes	
I	Independent Work was completed without help, including any subtle gestures
VP	Verbal prompt Children were given verbal instructions as to what to do
GQ	Guided Questioning Questions were asked which guided children to the correct answer.
CO	Choice of... Children were given a choice of symbols/words/pictures to assist with their choice.
SV	Scribed verbatim. Children's words are written as spoken
NS	Next Steps
VF	Verbal Feedback.



Expected Standards

- Short date for Phonics, Maths, Spelling, floor book work, sheets which are in files and display work.
- Long date for any other written work not mentioned above.
- A learning focus or title must be included on each piece of work.
- Date and then title – both starting on the left.
- Stamps – use the same stamps across the school on written pieces in books and files.
- Specify the role of the member of staff working with child.
- Pencil should be used in all Maths books.
- Where appropriate, teachers can allow children to write in a pen with blue or black ink. This may be any type of suitable handwriting pen, allowing for individual needs.
- Writing must be on the line (where children are able) and begin next to the margin.
- In Art sketchbooks, each page will be used for a piece of work/drafting. Post it notes can be used to 'mark' where necessary.