



FEEDBACK AND MARKING POLICY

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‘Feedback is one of the most powerful influences on learning and achievement’ (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

At Cherry Tree we believe that providing children with feedback is the most significant contributor to children’s success in learning. Our policy is evidence-based; informed primarily by the findings of the Education Endowment Foundation (EEF) and expectations of the National Curriculum. This policy reflects our current practice, which we review and reflect upon regularly to ensure maximum impact on children’s learning.

Members of staff from Cherry Tree have looked in depth at research-based evidence to evolve this policy and elements have been trialled and adjusted to suit the needs of our pupils. As well as the above sources, we have also explored the work of John Hattie’s Visible Learning 2011.

What is the purpose of our policy?

To make clear how children’s learning is assessed and how we provide them with feedback. We encourage our children to be reflective learners to enable them to spot their own gaps in learning and to work together with teacher feedback to close these gaps.

Principles

Our Feedback policy is based on the following principles that:

- Children have the right to have their learning acknowledged, to be given feedback on their achievements and be given personalised guidance for their future learning
- Feedback informs all participants in the learning process and feeds into the cycle of teaching and learning
- Regular work monitoring keeps the teacher informed of the individual needs and abilities within the class which enables the teacher to tailor their planning and teaching to ensure that all children make at least good progress in their learning
- The most effective feedback occurs when the child is present and, ‘in the moment’ so feedback must directly engage the child
- Children are given clear strategies for improvement, always linking back to the learning objective.
- Effort and progress should be acknowledged alongside achievement
- Feedback is given promptly, regularly and in a way that children can understand and act on
- Time is given for children to read, reflect and act on feedback given
- It promotes children’s self-assessment, engaging the child in their own learning
- Feedback can be given by a peer as part of the learning process
- It is manageable for teachers and leaders

Aims

- To celebrate successes in learning showing that it is valued and to motivate children to produce high quality work.
- To acknowledge challenges in learning which will inform future planning and next steps in children’s learning.
- To enable a child to review their learning and identify strengths and areas for improvement
- To extend a child by demonstrating their strengths and engaging them in reasoning about their learning and how they can improve this further through timely, high quality feedback.
- To provide opportunities to practice or consolidate learning with an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- To provide children with opportunities to learn exactly how to assess their own work critically in order to create independent learners.
- To provide opportunities for the children to assess each other’s work identifying strengths and areas for improvement.
- To create an ongoing conversation between child and adult which will aid progression.

We will accomplish the above by using a range of strategies, including:

- Having clear Success Criteria, which is clearly understood by the children
- Having clear Learning Objectives, in the form of questions
- Self-assessment - against the success criteria or individual targets
- Peer-assessment -against the success criteria or individual targets
- Teacher-assessment -against the learning objective as informed by the National Curriculum

Our process of giving feedback:

Before children begin their learning, they should be clear about what their objective is, how they might achieve it, how their work will be assessed and when feedback will be given.

We will use the grid below for each lesson to display the Learning Objective, Success Criteria (images can be used for children where needed) and other useful information e.g. date, level of support, level of challenge. The success criteria could be provided by the teacher or written collaboratively with the children. This will be displayed at the top of each new piece of learning.

LO Grids must be printed in black and white.

LO:	Date:		
To be successful I will...	Self	Peer	Adult
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WWCT	WWTA	Independent	Resource COT Group Peer supported GG

WWCT	Worked with class teacher
WWTA	Worked with teaching assistant
COT	Choose own task
GG	Guided group

The following symbols can be written on to the grid for the following reasons:

VF	Verbal Feedback
IV	Intervention
L	Late
A	Absent
ST	Supply Teacher

Our main forms of feedback:

1. Verbal feedback from an adult

An adult will speak directly with the child during or following a lesson. The children should be engaged in conversation with support to identify improvements in their learning.

2. Self or Peer Assessment

Children will be taught to self-mark and assess their learning as well as the learning of their peers. The main focus of this will be against the success criteria seen on their grids (above) but can also be against targets or other criteria supported by the teacher. Children will self-assess in **purple** pen. The expectation is that there will be evidence of peer assessment over time and that children will regularly self-assess or edit their work.

3. Written marking

The Learning Objective Grid will be used by the class teacher to identify whether a child has met the success criteria. Outside of this, there will be very little written marking from the class teacher. Teachers may choose to make a comment or model work in a pupil's book, this will be in **green** pen.

Follow Up Actions

- If a child has not met the learning objective by the end of the lesson, we would expect either:
 - Follow up intervention with the teacher/teaching assistant
 - Follow up in the subsequent lesson
 - Support provided through pre-teach sessions
- Self- and peer-assessment should be checked by an adult
- This process will be modelled to all pupils and they will be supported through verbal feedback
- Expectations will be modelled explicitly to pupils through use of the visualiser, flip chart or interactive whiteboard throughout the teaching

Monitoring

- Teachers will monitor books daily to identify where pupils may need consolidation or further teaching to ensure clear understanding of skills and concepts.
- Regular book looks from the Senior Leadership Team will monitor implementation of this policy.
- Moderation meetings will support consistency of expectations across the school.

Feedback and Monitoring in the Early Years

- Verbal feedback in the Early Years is an integral part of extending and supporting children's learning during Child Initiated Learning (CIL) and Adult-directed Learning. Most feedback to children in the Early Years will be verbal, and where it is modelled on their self-chosen recorded learning.
- There will always be dedicated reflection time for the children to review their learning.
- Where possible, success criteria will be short, simple and represented with images.
- Where visual images are used, they will be explicitly taught and modelled by the adults and displayed in the learning environment. The images will be used alongside verbal feedback where appropriate.
- Where children are producing written learning, this policy will be adhered to when providing feedback
- Towards the end of Reception, adults will begin to prepare children for their transition to Year 1 and will work more regularly with simple success criteria and verbal feedback linked to this.

Marking Expectation in Maths

All work is to be assessed against the success criteria as shown on the learning objective grid. Feedback to pupils is verbal and in the moment, as outlined at the beginning of this policy.

A weekly follow up sheet highlighting gaps in learning and promoting challenge is kept informing planning (e.g. guided groups, modelling, starters, resources, plenaries) and evidence of this will be seen in subsequent lessons. It is important that if follow up sheets are completed on paper, that these are kept together in a folder in the classroom. The tick sheet on the reverse of the follow up sheet is to be completed, indicating whether the children met, partially met or didn't meet the LO. This would be kept and by the end of the week could be used as a weekly gap analysis. Teachers and Support Staff may contribute to these tick sheets. Teachers would then indicate in planning where follow up tasks have been planned to address gaps. These will be easily identifiable in book checks, through discussion and in learning walks/observations over the term.

Follow Up Sheet





Maths Follow Up Sheet				WB: _____
Monday	Tuesday	Wednesday	Thursday	Friday
<i>Reteach/Groups/Secure</i>	<i>Reteach/Groups/Secure</i>	<i>Reteach/Groups/Secure</i>	<i>Reteach/Groups/Secure</i>	<i>Reteach/Groups/Secure</i>
Whole class over the week				
Strengths/mastered skills	Calculation Countdown Focus for next week	Gaps in times table knowledge	Modelling focus to follow up	

Maths Tick Sheet

✓ = LO achieved --- = LO partially achieved X = LO not achieved					
WB: _____	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Objective:	LO:	LO:	LO:	LO:	LO:
Child A	✓	✓	✓	✓	✓
Child B	-	-	✓	X	-
Child C	✓	✓	✓	-	✓
Child D	-	✓	X	X	X

Marking Expectations in Writing

Feedback to pupils is verbal and, in the moment, as outlined at the beginning of this policy. Where the pupils' writing is going to lead to a final published outcome, age expected spellings, punctuation and grammatical errors need to be signalled for children to self/peer correct using the agreed editing symbols.

Marking Symbols for English Learning		
Symbol	Definition	Comment
Sp	A word is spelt incorrectly	The code should be written in the margin or at the beginning of a line for the children to then identify the mistake and correct the spelling themselves.
2x Sp		
	Missing or incorrect punctuation	The class teacher circles incorrect punctuation or the space where the missing punctuation should be.
	Missing word	This symbol should be written where the missing word should be.
	Incorrect word or phrase	The class teacher draws a wiggly line underneath the phrase of sentence to highlight to the child that it does not make sense.
	Incorrect capitalisation or a capital letter is needed	The class teacher draws a circle around the incorrect lettering.

How do we correct spelling, punctuation and grammar?

All spelling and punctuation errors will not necessarily be picked up, but will be noted as a future teaching point. Spellings will be signalled for self-correction if it is believed that the child should know this word e.g. if it is within the age expectation for that child or if it was a topical word shared with the class through a word bank or similar.

Sentence Stems to support self-esteem and progress:

I can see how hard you've tried, well done for persevering! Shall I show you how I might do it?

I like the way you... Next time you could also...

You've got the first bit [be specific]. Shall we do the next bit together?