



# Feedback and Marking Policy

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## Policy Statement

This is a whole school policy.

## Associated Policies and Documents

- Lyndhurst School Curriculum Policy
- Lyndhurst School Teaching and Evaluation Policy
- Lyndhurst School Staff Handbook

## Aims

At Lyndhurst School, our effective feedback and marking aims to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative assessment;
- Improve standards by encouraging children to give of their best and enable further progress;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will allow children to progress;
- Encourage children to evaluate their own progress and to develop ownership of their learning;
- Use effective marking, feedback and response to benefit our children and their learning.



## Meaningful, Manageable and Motivating

All marking should be meaningful, manageable and motivating.

**Meaningful:** marking varies by age group, subject and what works best for the child and teacher in relation to a particular piece of work. Teachers will adjust their approach as necessary and are trusted to incorporate the outcomes in subsequent planning and teaching.

**Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

**Motivating:** marking should help to motivate children to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the children, this can become a disincentive for children to accept challenges and take responsibility for improving their work.

## The four main types of feedback

There are four main types of feedback that teachers can use: Acknowledgement Marking, Developmental Marking, Child Marking and Verbal Feedback.

The frequency of each type that is used will vary between subjects and developmental stages, although it is expected that at least once a fortnight written work will be assessed in more detail through Developmental Marking. It is the responsibility of the Heads of Department and SLT to set and implement guidelines for their areas.

### Acknowledgement Marking

This is light touch marking. In order to allow teachers to give quality feedback at key points in the learning process, other work should be marked in less detail. Acknowledgement marking can be used when the work is:

- Whole class or teacher-lead marked.
- A closed task.
- A skills based or consolidation task.

Teachers will acknowledge this work via the use of a tick, or score, or brief comment, or 'Checked by your Teacher' stamp.



## Developmental Marking

The aim of the marking is to raise standards through developmental comments, which help children to understand the main purposes of their learning and therefore grasp what they need to do to improve.

For longer pieces of written work, developmental marking should use the 'two stars and a wish' framework or two strengths and a next step. The 'stars' are positive comments about the work, which should relate to the learning targets or success criteria. The 'wish' is one area where the success criteria were not met, or a suggestion/question to encourage further thinking.

Teachers are provided with a 'two stars and a wish' stamper for this purpose.

## Self and Peer Marking

This is effective when children are supported in giving each other feedback in a respectful and nurturing environment. Opportunities should be built into the medium term plan to allow for peer and self-assessment. Self and peer marking should be done in a different coloured pen from teacher marking and from the one used for the piece of work itself. Teachers should always 'Acknowledgement Mark' peer/self-marked work.

- **Traffic light system**

**Red** – I/You found this work particularly difficult.

**Yellow** – I/You found some of this work difficult. I/You feel unsure about what I/You have done.

**Green** – I/You feel confident that I/You have been successful in my/your learning

- **Statements**

WWW - What went well ...

EBI - Even better if ...

It is important that the children are taught how to self and peer mark. Considering the following questions:

- How do I improve this piece of work?
- What do I do to change this?
- Have I referred back to my previous piece of work to know my targets?
- What must I do in my next piece of work?
- What skill do I need to improve on?

## Verbal Feedback

Verbal feedback is a valuable form of formative assessment. Some subjects (e.g. art, music, sports) and age groups (e.g. Early Years) may use this type of feedback more frequently because of the nature of the subject and development stage of the children. Effective verbal feedback involves the frequent use of open and probing questions and an ongoing dialogue as work progresses.



Verbal feedback can be:

- Immediate - at the point of teaching
- Summary - at the end of a task/lesson
- Review - away from the point of teaching

In written subjects such as English, Humanities verbal feedback may be identified as having taken place using the 'Verbal Feedback Given' stamper or the symbol 'VF'. The importance of individual, group and whole class feedback is recognised, but children/teacher must record the feedback that they have been given next to the Verbal Feedback stamp.

Verbal feedback has a high impact on the immediate learning and enables immediate progress.

### **Rewards for good work**

Where children have completed a particularly good piece of work or have made a significant effort, they should be rewarded. Teachers can award a house point for this.

House Point	Good work or effort	Noted in reading record / homework diary, weekly totals are recorded by form teacher. Highest house point winner in class receives a certificate in Monday's assembly.
Headmaster's Oscar	Exceptional work or excellent progress	Children visit Headmaster to receive an Oscar stamp on an exceptional piece of work or excellent progress

These rewards are recorded in the child's profile on HUB (MIS). There is also a scale for the personal cumulative totals of housepoints throughout the year.

<b>Bronze</b> 50 House Points	Bronze badge and Lyndhurst pencil
<b>Silver</b> 100 House Points	'You're Pawsome' Oscar keyring
<b>Gold</b> 250 House Points	Mr Rudkin's Treat e.g.; lunch in Mr Rudkin's study/football game/hot chocolate with Mr Rudkin
<b>Diamond</b> 400 House Points	A book of their choice
<b>Platinum</b> 500 House Points	Headmaster for the day

### **Learning Objectives**

A clear title should explain what the children are covering the lesson and they should be aware of what you are learning in the lesson.

### **Marking for Spelling, Punctuation and Grammar (SPaG)**

Teachers are not expected to mark/correct every punctuation and grammatical error in every piece of writing. Neither will every spelling mistake need to be corrected. In some cases, selective correction of spellings mistakes will be used (e.g. key vocabulary). Indicate no more



than **three spelling corrections**, if appropriate and provide the children time to practise the words. **Where appropriate children should attempt to copy the correct spelling three times in their books.**

If necessary, the correct spelling should be provided, however as children gain in confidence and knowledge they should be encouraged to identify and correct their own mistakes. EYFS & KS1/SEN to have word banks to check they have spelt words correctly e.g. name in EYFS to begin with. Prep School to use dictionaries to check the spelling

If children consistently make the same spelling, punctuation or grammar errors then a reminder should be placed on a 'post it' note, which the child can then transfer to another piece of work as a reminder.

### **Marking for Mathematics**

All responses are marked in purple at first attempt, if after correction the answer is correct this is ticked in pink.

If appropriate, highlight an error, circle around the mistake in the calculations. This will ensure that the child can identify where the error has been made. This could be accompanied by the correct number fact e.g.  $4 \times 7 = 28$  if they have used  $4 \times 7 = 29$ .

### **Non-Negotiables For Marking**

- Use clear legible handwriting appropriate for the age group, modelling the school handwriting script.
- Follow the marking code.
- For Maths & English at least one piece of work per child per fortnight should be Developmentally Marked.
- Make a summary sheet identifying specific actions for future lessons or to work one to one with a child. This could include whole class feedback highlighting the main words misspelt, grammatical errors made by the majority of the class. Share a piece of work completed by the children to edit together and recognise the strengths.



## **Responsibilities**

It is the responsibility of all the teachers to ensure that this policy is consistently carried out, including enabling the children to respond to developmental marking. The marking code must be consistently adhered to across the school.

Each Head of Department has the responsibility for monitoring that the policy is being consistently carried out in their subject area.

## **SEND and Inclusion**

Effective feedback and marking must be accessible to all children and will reflect their individual needs and abilities. It may mean recording verbal feedback and response.

## **Monitoring and Evaluation**

Monitoring of the policy will be done through learning walks and work scrutiny by Heads of Departments and SLT, as appropriate. This will be triangulated with child voice activities to ascertain how marking supports the children in understanding what they need to do to improve their learning and to make progress.



## Appendix 1

### Marking Code

The following standard codes should be used to help children identify their own mistakes.

Mark	Meaning
✓	Correct
.	Incorrect
FS	Finger space
IW	Independent work, where appropriate
TL	Teacher Led, where appropriate
VF or stamp	Verbal Feedback
Sp	Try this spelling again.
NP	New paragraph mark / Mark in where the paragraph should be.
^	Missing word/letter/phrase/number
?	Not clear / not understood by marker. Review this section and rewrite if necessary.
C	Corrected answers
RTQ	Read the Question
SWO	Show workings out
...	Extend Idea



## Appendix 2







## Appendix 3

### Feedback and Marking Scrutiny

Do children receive feedback on use of grammar, spelling, punctuation and appropriateness of language (and subject specific language)?	
Is there detailed developmental marking at least once a fortnight for English & once a half term for humanities?	
Are children praised for what is good in their work?	
Do children have an opportunity to respond to the feedback/targets?	
Is there good quality written feedback in the developmental marking?	
Is the feedback constructive, identifying at least one area for improvement?	
Is there evidence of verbal feedback?	
Is there evidence children record/respond to verbal feedback?	
Are children trained how to accurately assess each other's work and their own work and provide fair and helpful feedback?	
Is homework evident?	
Do homework tasks show consolidation/or extension of the students' learning?	
Is there evidence of there being planned opportunities for children to assess their own work and each other's work?	
Are children are able to track their progress towards their targets (yearly, termly etc)?	
Are teachers using the tracking sheets effectively	
Is there a termly piece of written work levelled accurately?	
Is marking up to date and reflects the school's feedback and marking policy?	
Are 'barriers to learning' being identified and then used to plan future learning?	



## Examples of feedback Prompts Requesting a Response

### Writing Prompts

Read your work – can you add (3 full stops, an adverbial which says where, a question mark etc.)

Try to find the sentences which needs to be changed/ doesn't make sense and improve it

How could you check this?

Now try these ... (if activity writing about prompts/pictures/adding punctuation/grammar)

Is there another way you could write this information (highlight sentence)

Can you find a way to write this in a shorter sentence?

Finish this sentence...

Fill in the blanks ...

Highlight the sentence where you have used ... (adverbials, full stops, correct punctuation, speech marks etc)

### Maths Prompts

Look back at you work – can you add ... (your strategy, a numberline)

Can you find where you went wrong?

How could you check this?

Now try these ... (extension questions/consolidation questions)

If the answer was ... what could the question be?

Is there another way you could do this?

Can you find a quicker way to do this?

Finish this ... (explaining work)

Fill in the blanks e.g.  $\_ + 2 = 6$

Highlight where you have ... found one more, used grid method, frog jumps etc.

What tips would you give someone who is learning what you have just done?

Can you show me why  $19 + 5$  is not 23?

Complete this ... Two numbers between 10 and 20 are.. Two ways of totalling ten are ...

How do you know you have found all the answers?

Can  $600 + 600$  equal 120?

Can you spot a mistake in your work?

Explain how you know that  $6 \times 6$  can't be 35