



## Feedback and marking

### Rational for feedback and marking in our school is so that we:

- Acknowledge and value children's efforts
- Check and assess pupil responses to learning
- Make decisions about next steps progress Inform teachers' planning assessment
- Can provide immediate intervention where there are gaps in understanding


The school is committed to live marking where ever possible as we believe that this immediate feedback will have the greatest impact. As a result of this, extensive comments are not provided.

### Feedback will be given in a variety of ways

- Discussions with adults
- Brief written questions and challenges
- Self and peer response
- Mini plenaries
- Pupil conferencing
- Whole class feedback

Feedback to the learning objective of the lesson should be given. If written feedback is given, it will look different depending on age and subject and the needs of the pupil.

A pupil will usually be given feedback before they move on to the next task. This may be given verbally by the teacher/teaching assistant, given by a learning partner or self-assessed using an answer sheet or calculator. If a child has self/peer marked their work this will be acknowledged by ticks in purple pen.

CODE	MEANING	GUIDANCE NOTES
VF	Verbal feedback	-To indicate when an adult has discussed something with that pupil. -A very brief note should be added to identify a summary of the conversation e.g VF exchange
S	Supported	- Where additional support over and above the initial teaching has been required.
I	Independant	- To be used only when support has been given to indicate when something has been completed independently. - Adults may verbally prompt children to look for misspellings and errors with capital letters and punctuation. The appropriate code (Sp, p, or A) will be marked in the margin of the line where the error occurs. - For children who require additional support, errors may also be underlined clearly by the adult. - At all times children should be encouraged to use appropriate resources to edit and respond from an adult within the lesson. Appropriate resources include flipchart notes, resources on the working wall, spelling lists, dictionaries and thesauruses, concrete resources, etc.
Sp	Spelling	
ABC	Capital letters	
P	Punctuation	
FS	Finger Spaces 	
✓	Meeting of the objective/correct answer	- Evidence of progress against the learning objective.
•	Error in relation to the objective	- Errors have been made in relation to the learning objective.

If it is unclear that a child has independently achieved the objective, class teachers should provide intervention or give opportunities for further practice of that learning objective.

### Response to Feedback

Purple Polishing Pens are used by children when they make changes to their work following adult feedback  
Children are expected to respond to feedback

