



## Feedback and Marking Policy

### Feedback and Marking Policy 2024

This feedback and marking policy plays a crucial role in optimising the full learning potential of all our Devonshire House learners. The feedback we give children will celebrate achievements, address misconceptions, highlight next steps and as a result accelerate pupil progress. All the marking and feedback at Devonshire House is carried out with the specific aim of advancing a child's academic progress and development. It is designed to be meaningful, manageable, and motivating.

Marking	Feedback
Summative: Assessment of learning (what has been completed).	Formative: Assessment for learning (what should be learnt next).
Measures learning.	Suggests and provokes further learning.
Is often completed by the teacher after the learning task is complete.	Can be done 'live' with the pupil in the lesson.

### **Definition of marking:**

Marking enables teachers to monitor the completion of class-based and home learning assignments. More significantly, routinely reading, checking and monitoring pupils' work connects teachers to pupils' learning. It shows that our teachers care about the work our pupils produce and provides pupils with critical on-going information about their learning outcomes. Teachers can then make decisions about what they and their pupils need to do next, with the primary aim of driving pupil progress. Our staff strive for quality marking, we feel that it should be done thoughtfully so that it is meaningful. Excessive written feedback, as research indicates,

may foster dependence, with little evidence linking extensive comments to improved student outcomes.

Where appropriate, our teachers may choose to use recognition marking such as 'good work' or 'well done' or give an age-appropriate reward such as a sticker. However, we recognise that this type of marking does little to move learning forward.

### **Definition of feedback:**

When our pupil's receive feedback, they are given specific information, direction and strategies to meet their learning targets. Feedback can engage students in metacognitive strategies such as goal setting, task planning, monitoring, and reflection, which are essential skills for self-regulated learning. Effective feedback can positively influence pupil's effort, motivation, and overall engagement by offering a clear understanding of their accomplishments and indicating the next steps in their learning journey.

At Devonshire House, our commonly shared language around feedback is:

#### **Year R-3**

- Two Stars and a Wish:

*Two areas where the pupil has met the learning objective and one area to develop next*

#### **Year 4-8**

- What Went Well and Even Better If:

*Areas where the pupil has met the learning objective and areas to develop next. There is no number on these, but the positive feedback should always be greater than the need for development.*

### **Verbal feedback**

Verbal feedback is the most effective way to ensure pupils know what they have done well and what they need to do next to make the best possible progress. It involves real-time dialogue between the teacher and individual learner.

Our staff can be seen working with pupils in class, reading their work, listening to a pupil's explanations, asking and answering questions about the learning focus. Verbal feedback is personalised and immediate which enables the pupil to develop their thinking immediately and develop any written work accordingly. Verbal feedback may be evidenced with a 'VF' in children's books.

### Whole class feedback:

Where there are common misconceptions among groups of learners, it may be appropriate to use whole class feedback. By showing a group of children what the common misconceptions are, the responsibility is on the individual to review and edit their work with increasing autonomy. Whole-class feedback encourages pupils to use the tools provided to improve and helps embed pupil's learning into their long-term memory simply by having to act independently.

### **The marking and feedback process:**

#### Learning objectives, titles and success criteria:

Teacher's planning will state the learning objective, which is the focus of either that lesson, that week or another timeframe as appropriate. The pupil's learning will have a short title underlined at the top which is the focus on that piece of work in that lesson. For extended pieces of work, it may be appropriate to provide pupils with a Success Criteria or 'What Makes it Good?' to consolidate a range of teaching points and make clear the expectations of that piece of work; many pupils benefit from having this 'check list' when working.

We do not expect pupils to copy lengthy objectives or titles into their books as this is time consuming and has no positive impact on learning.

### **Age related marking and feedback:**

#### Nursery and Reception

In our Nursery and Reception age groups, all our feedback is live and verbal. It involves real-time dialogue between the teacher and individual learner as this is the most effective way to ensure pupils know what they have done well and to guide their learning and thinking onwards to make the best possible progress. There is no requirement for staff to write comments on pupil's written work, unless it is helpful to the pupil's progress. For example, it would be useful to remodel the letter formation of 'b' and 'd' as a written reference to the child. Staff may also choose to use some of the marking symbols such as the S (supported) to aid their own records.

Tapestry is used to communicate and feedback to pupil's families. This will consist of photographs and comments of observations which show progress towards key developmental milestones.

## Marking symbols


Our marking symbols are a set of agreed values between staff and pupils. They are used to make feedback interactive; staff can prompt pupils thinking using the symbols without writing lengthily, sometimes confusing comments. Symbol marking works particularly well with written work especially if the task is a work in process.

### Marking symbols used from Year 1 - Year 3


Some may be adapted by Reception staff to aid their own records.

✓	Teachers mark and write in <b>green pen</b>
✓	Pupils mark and write in <b>purple pencil</b>
.	A mistake to correct
VF	Verbal feedback given
S	This learning has been supported by a teacher
sp	Check a spelling
?	Check for sense
E	Extension
T	Target: Even Better If
hp	House Point(s)
Highlighted Pink	Proud pink! You have met or exceeded the learning objective.
Highlighted Green	Green grow! Can you check or edit this please.

### Marking symbols used from Year 4 - Year 8

✓	Teachers mark and write in <b>green pen.</b>
✓	Pupils mark and write in <b>purple pen.</b>
(T)	Target: Even Better If
(VF)	Verbal feedback given
^	Missing word
(Sp.)	Spelling mistake: word that should be known.
(exp)	More explanation needed
?	Unclear
	Extension question / Think-it, Link-it
hp	House Point(s)
Highlighted Pink	Proud pink! You have met or exceeded the learning objective.
Highlighted Green	Green grow! Can you check or edit this please.

### Year 4-8 Mathematics marking symbols:

✓	Correct: teacher marks in <b>green pen.</b>
✓	Correct: peer or self-mark in <b>purple pen.</b>
T	Target: Even Better If
VF	Verbal feedback given
?	Explain further
W/O	Show all your working out
C/M	Continuous marking
	Extension question / Think-it, Link-it

As stated above, our staff mark and feedback using a green pen. Our pupils self-assess, edit, make comments or additions in purple pen (purple pencil in Year 1-2). Pupils should feel proud and confident to be able to return to their work and edit it as evidence of their improved learning and thinking.