

Feedback and Response Policy - Writing

Introduction

At Colburn Community Primary School we take a professional approach to the task of marking writing and giving feedback.

We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code. All children are entitled to regular and comprehensive feedback on their learning.

Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, success criteria and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- provide the ongoing assessment that should inform future lesson-planning.

Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child
- Next steps will focus on up to two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the success criteria for sustained pieces of written work and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in black/blue ink.

- The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Expectations (Y2-Y6)

- Written work will be recorded in the following ways:
 - English work will be recorded in 'English' books
 - All other written tasks from across the curriculum will be recorded in the appropriate 'Curriculum' books.
- All writing will be marked using the attached marking code.
- In depth feedback will be provided on all pieces of sustained writing.
- The start of sustained writing will be identified in books using differentiated success criteria. Other written work recorded in English books will be identified by a learning objective.
- Success criteria will be developed by Year 2 and Year 6 pupils to support the writing process from February half term onwards to satisfy the requirements of the statutory assessment process.
- Ongoing marking will identify where children have achieved elements of the success criteria or learning objective (using a green highlighter).
- Feedback will identify positive elements (green highlighter) within children's responses and areas for improvement (blue highlighter).
- Children will be provided with sufficient opportunities to respond to feedback provided.
- For the purpose of responding to feedback and marking children will be encouraged to write using a purple pen. This will allow corrections, comments and responses to be easily identifiable. These responses will then be checked and acknowledged by teachers.
- Verbal feedback provided during guided sessions will also be recorded in children's books.
- Year 2 and Year 6 teachers will indicate spelling, punctuation and grammatical errors in the margins of English and Curriculum books when marking and providing feedback to meet the requirements of the statutory assessment process.
- Each half term teachers will use standards files and school assessment guidance to determine an accurate writing assessment for each child. This assessment must consistently reflect a child's ability across a range of independent work. The school assessment guidance and Target Tracker software can then be used to determine appropriate individualised targets.

Marking and feedback in Year 1 will be based on the principles outlined above, but implemented gradually over the course of the academic year based on professional

judgement as to when children are ready to access more formal written feedback. During this transition period good quality verbal feedback is essential in enabling teachers to intervene quickly to improve learning and secure good progress.

General advice to teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- The marking must focus on the quality of the written response.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The school has explicit guidelines that apply to all pieces of work (e.g. the date and title at the top – see presentation policy).
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Symbols will be used once their meaning has been explained, for example a Sp for a spelling mistake (see attached code).
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- Occasional personal mentoring sessions offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- Teachers should identify spelling, punctuation and grammar errors in all areas of the curriculum using the following principles:
 - if it is a spelling/high frequency word that all pupils should know;
 - if it is related to the child's target.

This policy has been checked and approved by governors.

Last reviewed: September 2015 (amendments made January 2017 to reflect statutory assessment process)

Next review due: September 2017