



*Through wisdom, compassion and endurance, we endeavor to make the best decisions
for our children*

FEEDBACK & MARKING POLICY

Whaddon Church of England Combined School

Compassion Wisdom Endurance

At Whaddon Church of England Combined School, we...

- Are a Christian community where everyone can grow in Christian faith and develop an understanding and tolerance of others*
- Promote the holistic development of each person and to provide the best education for every pupil within a supportive environment.*
- Foster each child's identity as a citizen of the world.*
- Equip children with the skills to develop independent thinking and learning.*
- Establish an environment where children have the freedom and confidence to take risks and make mistakes and which will clearly reflect the Christian values of our foundation.*
- Develop personal responsibilities and life skills.*
- Enable our children to demonstrate respect for one another and the environment, valuing difference.*
- Provide children with a broad educational experience which incorporates the National Curriculum, at the appropriate level for each child, and fully embraces outdoor learning, physical education, the arts, music*

Our Values

WISDOM ENDURANCE COMPASSION are our school Christian Values which guide our children's behaviour and our own:

The Wisdom to learn from our experiences and then to use this knowledge wisely to develop good relationships with others

Compassion to understand the way our actions affect our classmates so we strive to ensure we create happy and friendly feelings through these actions

Endurance to create not only positive learning behaviour but also loyalty and the drive to keep trying to be the best person we can possibly be.

Expectations

Everyone will...

Feel safe

Be able to work hard

Be proud of our individuality

Support each other

Achieve

Philosophy

We at Whaddon School believe feedback and marking should have an impact on children's attainment. It should be a positive and constructive experience for the child and clearly enable them to understand their next steps.

Each identified next step needs to be specific and directly related to the work to move learning on. Children should be a part of the feedback and marking process, having the opportunity to ask questions and contribute their own ideas about developing their learning.

Aim

Through feedback and marking, we aim to foster a learning environment where children are fully involved in their learning journey. Where communication about learning is not just a comment written at the end of a piece of work but is constant, throughout the child's school day, allowing them to make strong links between subjects and experiences and to see themselves as lifelong learners. The adult's role in this process is to continually notice opportunities to reinforce and move on learning and to encourage children to explore their ideas and ask deeper questions around their learning. Using this holistic approach, we believe learning is more secure and excellent progress is achievable.

Quality Practice of Feedback and Marking

All marking should be meaningful, manageable and motivating. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE).

Marking Policy Review Group March 2016

Planning for marking

Feedback and Marking for Learning (formative)

When Feedback and Marking for Learning is used:

- A diagnostic or developmental comment is given
- Feedback is given as an integral part of classroom practice
- It informs the short-term planning cycle
- It informs teachers/support staff about the progress of learners
- It provides information for other adults

Feedback and Marking of Learning (summative)

When Feedback and Marking of Learning is used:

- Summative pieces are assessed against age expectations and feedback relates to this

Feedback to young children (marking orally)

When feedback is given to children in Foundation Stage:

- It is given during the learning activity
- It provides guidance towards success
- It enables adults to identify next steps
- It is recorded through observation notes

Peer and self-assessment/feedback

Children's peer and self-assessment are developed throughout their time at Whaddon School:

Foundation Stage

In FS they are asked to make simple verbal judgements about their work and each other's

Year 1

In Year 1 children begin to decide whether they have achieved the learning objective through colouring a smiley face

Year 2

Year 2 pupils build on this by also assessing with a partner, each other's work

Year 3

Year 3 pupils regularly peer and self-assess against personal targets, the learning objective and steps to success

Each half-term, Key stage 1 and 2 children formally reflect on their work so far. They decide on the piece they are proud of and why, what they would like to improve and the next steps in their learning. (See Appendix C)

Targets

Teachers regularly give feedback as targets to work towards throughout a unit of work, rather than an improvement point for the piece of work they are marking. This then remains a focus for marking each subsequent piece of work from that point until the child has achieved the target.

Other feedback

- Grades or numerical scores
- Results from tests
- Ticks
- Comments based on effort “you have worked hard “

Code feedback and marking (may be used for formative or summative marking)

At the end of a piece of work:

- Codes/symbols are found at the front of books and folders for use by children, teachers/support staff, supply teachers, student teachers and for sharing with parents. (See Appendix A and B)

Monitoring and Evaluation

The Assessment co-ordinator (Headteacher) and Subject co-ordinators are responsible for the monitoring of the policy:

- Subject co-ordinators undertake the work sampling in their subject
- The Assessment co-ordinator oversees the above process

Policy Review

- This policy will be reviewed annually
- All members of staff must understand and implement the agreed policy

What you will see in my writing folder

- ❖ Cold Tasks and Hot tasks - Which I write all by myself and they are unpolished
- ❖ Yellow - Good features
- ❖ Pink - Have another think
- ❖ Arrow - Where my teacher has helped me →
- ❖ LOs - with the bits I have achieved, highlighted by my teacher
- ❖ Steps to Success - with the bits I have achieved highlighted by me (sometimes by a friend)
- ❖ Red Polishing pens - My corrections and improvements



What you will see in my maths folder

❖ Yellow - Good features

❖ Pink - Have another think

❖ Arrow - Where my teacher has helped me →

❖ LOs - with the bits I have achieved, highlighted by my teacher

❖ Steps to Success - with the bits I have achieved highlighted by me (sometimes by a friend)

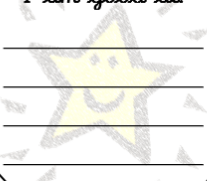
❖ Red Polishing pens - My corrections and improvements



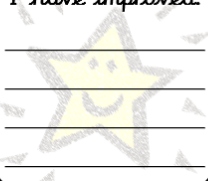
Name: _____ Date: _____

My learning in English

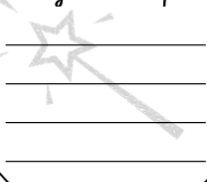
I am good at:



I have improved:



My next step:



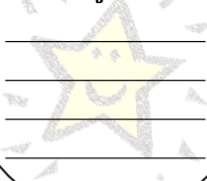
The piece of writing I am most proud of is:

because _____

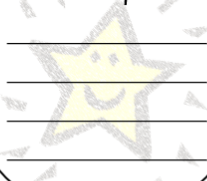
Name: _____ Date: _____

My learning in Maths


I am good at:



I have improved:



My next step:



A piece of Maths work I enjoyed was:

because _____
