

# Darley Primary School: Policy for Feedback

Policy completed: January 2009

Co-ordinator responsible: Mr Nick Coates

Date of next review: January 2015, January 2017

## **How this Policy was Developed**

This policy was developed from consultation with staff, governors, parents and various external bodies.

It takes full account of the school's legal obligations, noted in DFE and other materials.

## **School Context**

Darley Primary School has 53 pupils on roll. It is situated in the picturesque Nidderdale village of Darley and serves a wide and diverse community.

## **Guidelines**

*The following guidelines principally refer to English and Maths. Marking in other subjects follows the appropriate points.*

We mark in response to children's work and to show that we value what they do. Marking usually refers to termly curriculum targets, lesson objectives and achievements. It is also used to boost children's confidence.

All responses are constructive to support children. Comments give children pointers to areas of future development. Teachers often use focused comments which highlight smaller steps to achieve curriculum targets.

Marking shows the rapport between the teacher and the child, in the same way that verbal interaction does.

Teachers show a high standard of presentation in their marking. Bricks / steps (constructive points) and clouds (particular praise) are used. At the very least, work needs to be responded to in some way: the date / a tick / short comment (written or verbal).

Expectations we have of the children are clearly expressed, and indicate when children have not applied themselves or achieved what is expected.

Adults other than teachers can mark in the same way; a supply teacher notes S.T. after the comments, whilst TAs initial work.

## **Foundation Stage**

Marking is carried out orally. Adults gain an understanding of children's achievements through observations and interactions.

Mark-making is resourced and encouraged in all areas of provision eg clipboards, whiteboards etc. All children's attempts at mark-making are valued and encouraged by adults. Staff display children's work and encourage parents to appreciate children's efforts. Adults join children in their mark-making and use every opportunity to reinforce and / or model with their own writing and encourage children to compare. Adults use every opportunity to show children the real purposes for writing and recording eg a message, a list, a number for remembering or recording, a child's name for belongings.

## **Key Stage One**

Guided work provides the opportunity for focused, in depth marking which relates to the development of children's individual / group targets. Comments are made which clearly identify the progress made towards the target and the next steps to be taken. These will be presented in the children's books as a brick / steps. Positive comments relating to the task will be made in the form of a cloud.

**Self-marking** is an important feature of learners reviewing their work / progress. For all children, this can include thumbs-up / -down / -middle or smileys / straights / sads to signal objectives met / help required / re-visit.

Self-marking includes PSHE: there are end-of-SEAL theme assessment sheets ('Star Assessments').

Self-marking is used by teachers to facilitate assessment, planning and reporting.

### **Key Stage Two**

Guided work allows the opportunity for children (with the adult as facilitator) to assess their own work and explore progress made and next steps. Oral comments are made.

**Self-marking** is an important feature of learners reviewing their work / progress. For all children, this can include thumbs-up / -down / -middle or smileys / straights / sads to signal objectives met / help required / re-visit.

In KS2, this becomes progressively more formal in that learners write lesson objectives in their books and self-review based on these.

Children are encouraged to peer-mark: praise and offer next steps to improve. At KS2, children increasingly use bricks / steps (constructive points) and clouds (praise) to show this. Self-marking includes PSHE: there are end-of-SEAL theme assessment sheets ('Star Assessments').

Occasionally, older children are expected to complete Self-Assessment Feedback – an opportunity to reflect on what has gone well / less well and to provide other comments.

Self-marking is used by teachers to facilitate assessment, planning and reporting.