



Intent

‘Feedback is one of the most powerful influences on learning and achievement’

(Hattie and Timperley, 2007).

At The Cliff Federation we believe that feedback is a vital process which helps the children to become active participants in their learning. Marking and feedback, which happens in the moment, enables children to become reflective learners and helps them to close the gap between what they can currently do and what we aspire for them to achieve. Live marking and feedback is part of the continual assessment process and is a dialogue that takes place between the teacher/teaching assistant and the child, whilst the learning is still taking place. Every pupil should receive verbal feedback from a teacher/teaching-assistant on a regular basis. Wherever possible, children should be involved in feedback and marking practices, including through self and peer-assessment.

Implementation

All staff in the classroom are expected to mark ‘in the moment’, this will support children in receiving immediate feedback which they can respond to.

Verbal feedback and dialogue should be embedded within every session. Feedback should be specific to the lesson’s learning and should identify both positives and next steps to both motivate the learner and move their learning forwards.

Children should be encouraged to review their own work through self-assessment, or another child’s work (peer-assessment) and the teacher should support this process. This will provide the children with opportunities to self-reflect at varying stages of the learning journey. Where self-assessment or peer-assessment has taken place, this should be completed in purple pen.

Common misconceptions or errors should be voiced to the whole class or group, to have the greatest impact on learners.

When marking ‘in the moment’, adults should:

- Check Dates and Titles are spelt correctly and provide the children with the opportunity to correct any errors
- Ensure marking/feedback is focused upon the lesson’s objectives and success criteria
- Address misconceptions and move learning forward through opportunities that stretch and challenge the child’s depth of knowledge and understanding
- Acknowledge correct answers with a tick and incorrect answers with a dot, providing feedback to support the child/children to address errors
- Praise and acknowledge effort in learning e.g. through comments such as *Super effort*, or by rewarding the child in line with the behaviour management policy

Subject-specific marking and feedback:

Mathematics	• Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves. • Where a child has made a number of mistakes, the teacher should decide which mistakes will be most beneficial to review or address. • Adults must address incorrect number formation and provide the child with an opportunity to practise the correct formation, following a teacher model. • Adults must provide feedback regarding correct layout of calculations, e.g. children should write one number, per square. • Where appropriate, children should be given opportunities to self-mark, e.g. by checking their answers on a calculator or using answer sheets.
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English	- Inaccurate letter formation should be discussed with the child and the child should have the opportunity to practise a number of times at the bottom of the page, following a teacher model. - Common exceptions or high-frequency words that are mis-spelt should be underlined with a straight line and children should have the opportunity to correct/practise the spelling. Where you feel the child can identify the error themselves, sp should be placed in the margin and the child asked to look along the line to find and correct the mistake. - Inaccuracies in grammar should be underlined by a wavy line and corrected. - Missing punctuation should be indicated by a circle to show something is missing. Depending on the age/stage of the child this could be where the missing punctuation is (e.g. to indicate a missing full stop) or on the corresponding line in the margin. The child would then be asked to check their work to identify the missing punctuation. - Where teachers would like a child to improve a word choice or sentence, pupils should use the line above to improve their sentence, following verbal feedback. - Where teachers would like a child to improve a number of sentences or a paragraph, an editing flap should be provided to support the child to do so, following verbal feedback. - Where children are self or peer assessing their work, they should be encouraged to use the same codes as teachers/teaching assistants, e.g. through indicating a new paragraph with two forward dashes. - Feedback and marking should be most in-depth during short burst writing (see Writing Process document).
Foundation subjects	- Adults should mark 'in the moment' and give verbal feedback in order to deepen children's understanding. Where a child is given a question to deepen their understanding, this should be indicated with a thought bubble. - Inaccurate letter formations should be addressed as for English above. - High-frequency words and subject specific vocabulary should be indicated and corrected as for English. - Inaccurate number formation should be addressed as for Maths.

Marking codes:

VF- Verbal feedback given. There has been verbal dialogue about the work between the child and the teacher/teaching assistant. This should be accompanied by a keyword to indicate what has been discussed e.g. conjunctions, tense, layout etc.

P- Peer/paired work

I- Independent work

G- Group work

GG- Guided Group with an adult

S- Support given

Adult acknowledges successes with a ✓

Adult acknowledges an incorrect answer with a .

Adult marking is completed in green pen

Child marking (self-editing/correcting, self-assessment, peer-assessment) is completed in purple pen

_____ /sp Spelling mistake



The Cliff Federation- Marking and Feedback Policy



Grammatical error

O

Wrong case letter or missing piece of punctuation

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Missing word

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New paragraph



Question to think about/deepen understanding

Impact

Providing pupils with timely and incisive feedback will lead to greater opportunities for children to address any errors or misconceptions within their learning. It will support pupils to reduce the gap between what they currently know and what we aspire for them to achieve. As a result, learners will be more reflective and show a greater awareness of their own strengths and areas of improvement. Learners will become more active agents in their learning, leading to improved outcomes and progress for all.