

Feedback & Marking Guidelines

September 2022

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

Date reviewed	September 2022
Review cycle	3 years – next review September 2025
Linked Guidelines/Policies	

Solent Infant School, Eveleigh Road, Farlington, Portsmouth, PO6 1DH
 Executive Headteacher Mrs L Wilby
 Head of School Mrs E Curthoys
 Tel (023) 9237 1073 Email solentinfant@thesolentschools.org
 Web solentinfant.thesolentschools.org

Solent Junior School, Solent Road, Drayton, Portsmouth, PO6 1HJ
 Executive Headteacher Mrs L Wilby
 Head of School Mrs L Peterkin-Aldred
 Tel (023) 9237 5459 Email solentjunior@thesolentschools.org
 Web solentjunior.thesolentschools.org



Guidelines and Practice for Feedback and Marking

At the Solent Schools we see constructive written and verbal feedback as valuable tools for motivating children, promoting high quality learning and also improving children's attitudes towards their learning. It enables us to celebrate successes, to identify misconceptions, check understanding and to set targets for the next steps in learning. In this way, we believe that children will become reflective learners as they develop an understanding of how to move forward and improve their learning. It is also a diagnostic tool used carefully to inform future planning of the 'match' and level of learning bespoke to each child.

Whenever possible, feedback and marking takes place 'in the moment' with the child, within the limitations of the time available, and the complexity of the marking required.

Aims

Our feedback and marking guidelines aim to:

- Provide a basis for formative and summative assessment, which informs future planning.
- Ensure that learning is pitched to challenge and support each child effectively when and where necessary.
- Ensure that targets are appropriate and challenging.
- Show that we value the children's learning and encourage them to value it too.
- Promote self-assessment so that children can reflect on their own learning and discuss areas for improvement with their adults.
- Promote peer-assessment so that children can support each other's learning and accept guidance.
- Define a shared approach for all adults working with Solent pupils.
- Inform parents and carers about their child's progress.

Objectives

We will achieve positive learning partnerships between adults and children by:

- Providing regular and prompt opportunities for written or spoken dialogue.
- Making the learning intention clear and agreeing success criteria.

Guidelines and Practice

Teachers will:

- Use assessments to adjust future teaching and learning plans.
- Define the learning intention, agree success criteria and make clear how feedback will relate to this.
- Model self-evaluation and peer-evaluation skills.





- In depth mark defined pieces of work; every writing journey outcome (Big Write); every end of block maths assessment, every foundation end of unit/theme/topic evaluation (Show What You Know). Where relevant, teachers will use an example or reminder comments to indicate how work could be developed.
- Recognise and celebrate effort as well as achievement.
- Ensure learning is dated and shows the learning intention.
- Highlight the learning intention as deemed appropriate to show which skills have been mastered (pink) and which represent the pupil's next step in learning (yellow).
- Base discussions with pupils upon 'feeding forward' in supporting them to understand exactly how they can develop their learning further.
- Build frequent, quality feedback time into the planning stage.
- Model excellent handwriting, in line with the school handwriting guidelines.

Children will:

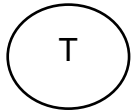
- Use a range of self and peer-evaluation strategies to assess how effectively they have met learning intentions and indicate this.
- Self-correct secretarial errors, appropriate to their age and competence.
- Use the time given to reflect and act on feedback comments, both verbal and written.
- Engage in dialogue and reflect on their learning with an adult or peer to ensure that next steps are identified and are suitably challenging.

Feedback and Marking Protocol

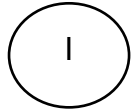
- ✓ A **pink** highlighter will be used to indicate an area of learning where the teacher and / or child feels that they have achieved the learning intention.
- ✓ The learning intention itself will be highlighted pink if the child has met the criteria.
- ✓ A **yellow** highlighter will be used to indicate areas for development and the child's next steps in learning.
- ✓ The learning intention itself will be highlighted yellow if the child has not yet met the criteria.
- ✓ Children edit and improve in **green** pen when ready.
- ✓ Adults comment in **pink** or **purple** (not highlighters).
- ✓ When a child is absent the teacher must record with 'abs'.



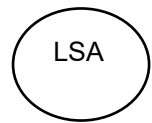
Adults may use the following symbols if deemed necessary when discussing learning with the pupil:



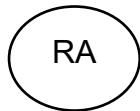
Teacher support given



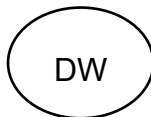
Independent learning



Support from an LSA



Resources given in addition to those received by the core group (reasonable adjustment)



Discussed with pupil

EYFS & Key Stage One (Years R, 1 & 2)

- ✓ Underlining in a yellow highlighter indicates an incorrect spelling the child should know and if not should work on.

Key Stage Two (Years 3-6)

- ✓ **Sp** in the margin indicates that a spelling in that line needs to be corrected. **(The teacher will then use professional discretion to decide number of spellings to be corrected.) The spellings identified for correction should be high-frequency spellings.**
- ✓ P for punctuation
- ✓ G for grammar
- ✓ T for tense
- ✓ H for homophone
- ✓ 'Supply' indicates that a supply teacher has marked the learning or given feedback (All supply staff will be given a copy of the feedback and marking guidelines and the relevant pens on arrival)

