



Tadpole Farm
CE Primary Academy

Approach to Feedback

January 2024

Intention

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge
- directed at an appropriate level, so it can assist students to comprehend, engage, or develop effective strategies
- combined with effective instruction in classrooms, and focus on what is being learnt (learning objective) and how students should go about it (success criteria that is co constructed in the dive deeper stage)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Marking and Feedback at Tadpole Farm CE Academy

We believe that the process of marking and offering feedback should be provided at the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

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.

Feedback in the moment will help a child to identify their key priorities for improvement and help them progress

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly. Though whole class or individual feedback.

All staff will note errors that are made by many children and use them to inform future planning.

Marking and Feedback

Marking	Purpose
Marking in the Moment	Marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and midlesson adjustments or written feedback where misconceptions are remodeled or challenges provided.
Improvement Marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.

Self-assessment and peer assessment	Autonomy is given to the children and opportunities should be given self/peer assessment against the learning outcome and success criteria. Teachers will acknowledge the marking completed by the children
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome.

Non-Negotiables Marking

The 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to progress forward. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria/learning outcome and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis (this may not be every lesson).

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward.

When Marking 'In the Moment'
Date and Titles are checked and children are given the opportunity to correct if copied incorrectly
Marking is focused upon lesson objectives and success criteria (co-constructed during the dive deeper stage in writing)
Verbal feedback (VF) to children will provide opportunities to self-correct, improve, address misconceptions in the moment and move their learning forward. A 'VF' symbol is used when this takes place.
Marking is to be done in a clear legible handwriting using the school's handwriting policy
Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson
All work will be acknowledged with an I for independent and S for supported. The learning objective for each lesson will be ticked ✓ to assess if the child has met or not met it. This may be by an adult or through self/peer assessment.

Across all lessons, there should be a greater emphasis on 'In the Moment' marking, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment.









When staff have been unable to Mark 'In the Moment' All learning will be acknowledged in full

Dates and Titles should be checked to ensure that habitual errors are not being made
The content of the learning should all be read in detail and checked against the lesson objectives and success criteria for accuracy.
A short written acknowledgement e.g. Super effort, Jack and a tick or a self or peer assessment will acknowledge the children's learning efforts and outcomes in their books.
Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.
All work will be acknowledged with an I for independent and S for supported. The learning objective for each lesson will be ticked ✓ to assess if the child has met or not met it. This may be by an adult or through self/peer assessment.

Marking of Specific subjects

Marking of Maths	<ul style="list-style-type: none"> • All pupil calculations are to be marked with a greater emphasis on effective 'In the Moment' marking and opportunities for self-marking across lessons. • Where an answer is incorrect, a dot will be made next to the answer and children must be given time to correct this themselves. • Incorrect calculations should be corrected at rather than rubbing out the original calculation • Where a child has made a number of mistakes, the adult is to decide which of the mistakes they feel would be beneficial to review. • Where children have no errors they should be asked to complete a next step in order to deepen understanding, when appropriate, that will be given verbally (VF) or in the form of an extension/challenge. • The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations in purple pen when errors have been identified • Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
Marking of Writing	When marking learning in Writing, staff are expected to mark in detail one paragraph or several questions of the children's learning and <u>then check the remainder</u>

- In EYFS and where children have an identified special educational need, all staff mark spellings in accordance to children’s phonemic stage.
- In KS1, common exception or subject specific misspelt words **will be underlined** and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the adult to be written at the bottom of the children’s work for the child to rewrite.
- In EYFS/KS1, symbols are used to provide feedback for children. These enable children to recall and act on the feedback provided.

	Finger Spaces	abc	Handwriting
	Capital Letters		on the Line
	Lowercase Letters		use sounds
	Full Stop		Descenders
	Ascenders		

- In KS2, misspelt words will be **underlined**. Children will be expected to find the correct spelling of the misspelt words themselves. This may be done in the lesson or children will be provided time to do it before the start of the next lesson. Adults may support them with spelling words - if appropriate. Five spellings maximum will be corrected.
- Where there are inaccuracies in grammar e.g. was/were confusion, a word missing the mistake will be identified by a wobble being drawn underneath and corrected in purple pen.
- Where punctuation is missing, a circle will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work (in purple pen).
- A // is used to indicate where a new paragraph is needed
- Where adults would like a child to improve a sentence or short paragraph in order to move learning forward, a * **will be added in the margin next to the section of work to be improved, then a * added at the bottom of the children's work**, the children will then be given instructions (written or verbal) about what they need to improve.

	<ul style="list-style-type: none"> • During the ‘make waves’ process and prior to publishing, the child’s writing will be marked in full and time will be made for appropriate editing/improving.
<p>Marking of All Foundation Subjects & science</p>	<ul style="list-style-type: none"> • Staff should provide effective marking in the moment and give verbal feedback in order to deepen children’s understanding during the learning. • In PE, feedback to children will be verbal and criteria assessed against learning outcomes by whoever is leading the children’s PE sessions to inform future planning and assess levels of attainment. • Feedback in Art and Design will be verbal against the learning outcome by whoever is leading the children’s art sessions to inform future planning and assess levels of attainment. • Feedback in History, Geography, Science and RE will be verbal and assessed against the subject specific knowledge and skills for that learning outcome. Subject specific/topic words misspelt words will be corrected as above • In Music, Computing, MFL and PSHE, feedback to children will be verbal and assessed against the planned learning outcomes by whoever is leading the children’s Music, Computing, MFL and PSHE sessions to inform future planning and assess levels of attainment.

Edit and Improve Time

From Year 2, various times throughout will be dedicated to the children editing or improving their own work. This may be prior to a lesson, as an Early Morning task, though post teaching with an adult or at planned times during the day.








Special Educational Needs and Disabilities

When marking the work of children with Special Educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children’s individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Appendix:

A summary of codes

VF	Verbal feedback is given. No written explanation is needed. Impact of this is evident by children correcting mistakes/errors and/or learning is moved forward and progress is made.																				
I	Work was completed independently																				
S	Work was supported in a small group with an adult																				
* _	Paragraph/sentence needs revising																				
○	Punctuation - A circle will be used to indicate where the first piece of punctuation is missing. The child then checks the rest of the paragraph/piece of writing for any missing punctuation.																				
<u>Bootiful</u>	Spelling- A line is written underneath spellings. Children are to correct them above it.																				
was/were 	Grammar - a squiggle is drawn under where the grammar is incorrect. This could relate to tense or sense.																				
//	New paragraph																				
✓	Tick to acknowledge that the learning objective has been met																				
© SF	A C code and initial is used to demonstrate that the class has been covered																				
KS1 symbols	<table border="1"> <tr> <td></td> <td>Finger Spaces</td> <td><i>abc</i></td> <td>Handwriting</td> </tr> <tr> <td><i>Aa</i> ←</td> <td>Capital Letters</td> <td>↓</td> <td>on the Line</td> </tr> <tr> <td><i>Aa</i> ↓</td> <td>Lowercase Letters</td> <td></td> <td>use sounds</td> </tr> <tr> <td>•</td> <td>Full Stop</td> <td><i>g</i></td> <td>Descenders</td> </tr> <tr> <td><i>d</i></td> <td>Ascenders</td> <td></td> <td></td> </tr> </table>		Finger Spaces	<i>abc</i>	Handwriting	<i>Aa</i> ←	Capital Letters	↓	on the Line	<i>Aa</i> ↓	Lowercase Letters		use sounds	•	Full Stop	<i>g</i>	Descenders	<i>d</i>	Ascenders		
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EYFS	In EYFS, staff use the following codes: A - Adult led I - Independent S - Support C - Challenge																				