

# The Federation of the Church Schools of Shalfleet and Yarmouth

## Achieving Together for a Brighter Future



## MARKING AND FEEDBACK A STATEMENT OF POLICY Child Speak

Approved by	CW & TG
Portfolio	Standards
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Signed \_\_\_\_\_ Date \_\_\_\_\_

# Marking and Feedback Policy

## Introduction

This policy is to help us all at The Federation of the Church Schools of Shalfleet and Yarmouth to have good feedback for our learning.

## Rationale

Feedback is an important part of our learning and helps us achieve our targets. The teachers value our learning, help us when we don't understand and make sure we are involved in our feedback.

## At the Federation of the Church Schools of Shalfleet and Yarmouth, staff aim to:

- Use feedback to help us improve our learning.
- Give us ownership of our learning.
- Have the feedback help us understand what is expected of us.
- Help us do our best and think deeply about our work.
- Have verbal feedback during lessons to help us improve our work
- Use the feedback to give us praise and raise our self-esteem.
- Have us look at our mistakes and learn from them.

## Good and helpful feedback should

- Not be too much for staff to do.
- Tell us what we need to do next.
- Help us have ownership over our work.
- Be done so we can understand whatever age we are.
- Be part of our lessons.
- Be done by to re teach us, help secure and extend our learning.
- Be done in all our lessons.
- Involve self-reflection and peer-reflection.

## This will be achieved by:

- Teachers monitoring us through lessons.
- Giving verbal feedback throughout the lesson, with us making improvements in purple pen/pencil.
- Teachers reviewing our books/work at the end of the lesson.
- The teachers will create feedback questions – giving us chance to recap, consolidate or challenge our learning. We will have chance to have self and peer feedback opportunities. Re-teaching key teaching points if we have struggled with the learning objective.
- Consolidating learning by challenging us to spot their mistakes and reflect on improving our own, or a peer's, work.
- Extending our learning by encouraging us to use the learning objective in a less familiar, challenging circumstance.
- Through the use of a PPT slide with verbal feedback for younger children in KS1 and KS2.
- Beginning the next lesson with the feedback time built in for us to respond to in purple pen.
- Varying feedback according to each lesson (core and foundation).

## We will be taught Spelling/Phonics

- Spelling feedback should be focused to no more than 5 spellings per piece of work (depending on length).
- The spellings should be highlighted in orange.
- Where possible, the spellings should link to focus spelling rules or subject specific vocabulary.
- Spelling feedback is not necessary in every piece of work.
- We will not have these directly corrected for us (though can be verbally supported).
- We will have access to resources (spelling journals, working walls, dictionaries) that enable us to make the corrections.

## Monitoring

Marking and Feedback will be checked by the review of the FDP, by the Leadership Team and through the regular Curriculum Lead Monitoring by looking at our progress through our books.

