TAWHID FEEDBACK POLICY

Marking Principles: To ensure that the time we spend on marking is beneficial and promotes teaching and learning.

Marking Tools.

Closing The Gap prompts.

1. **Reminder prompt** (usually for brighter children)
   "How do you think ……….. felt?"
2. **Scaffold prompts** (more focussed)
   "Describe the expression on ……………'s face."
   "He was so surprised he ……" etc.
3. **Example prompt** (give the words but give a choice.)
   "He couldn't believe his eyes."
   "He jumped for joy."

Distance Marking (marking done not in presence of pupil)
- ➢ Comments can be read by the pupil
- ➢ They can understand it
- ➢ They have set lesson time to read it (3 minutes)

They have set lesson time to respond to it (5-10 minutes)

Success Criteria.

- Progress will be clear in the pupil's exercise books and there will be a distinct correlation between feedback and subsequent improvement in pupil's work.

- Pupil's self-assessment will move from, for example, "I am proud of this piece of writing because it is neat" to "I am proud of this piece of writing because I used some very descriptive words." The more children refer to learning objectives in their self-assessments, the more effective teaching is!

Self-Assessment
Pupils assess their own work.
(A) Means that the pupil coped well with the activity
(I) Means that the pupil had some problems with the activity.
(Teacher plans follow up work)
(N) Means that the pupil was unable to cope with the activity.
(Teacher plans follow-up work)

Marking SPAG, Promoting Literacy

The following 10 codes should be used when marking learners' work.

1. ✓ = good point
2. ✓✓ = excellent point
3. GW = good word
4. W = use a better word –look in the thesaurus
5. Sp = wrong spelling – look in the dictionary
6. CL =Capital letters missing
7. // NP = new paragraph needed
8. ⊙ = full stop needed
9. P =punctuation needed here
10. - ? = I don't understand – write more clearly

Key Features of Feedback
- Feedback will consist of information about the learning intention of the task, pointing out two successes (with✓) and a maximum of two areas of improvement (with **T**) against the learning intention.
- Feedback will only be given about what the children were asked to pay attention to – not on what they were not (e.g. Presentation, spelling and punctuation, quantity, effort)

Monitoring
This marking policy will be reviewed at intervals to ensure that it is understood by all members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

Marking Principles

Shared
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success;
- Teachers provide constructive suggestions about ways in which the pupil will improve his work and set targets;
- Teachers follow up the agreed targets with the pupil to see how far they have achieved them.

Teacher-Centred
- Teachers are selective in the aspects they choose to comment on;
- Teachers comment on specific, positive aspects of the work;

- Teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding;
- Teachers use the information gained together with other information to adjust future teaching plans.

Pupil-Centred
- Pupils are praised when they focus their comments on the learning objectives for the task;
- Pupils are given time to act on the feedback they are given.

Evaluation
The SLT will evaluate the success of this marking policy by scrutinising pupils' work and teachers' planning on a half termly basis. This will be reported to the School Development Committee of the Governing Body.