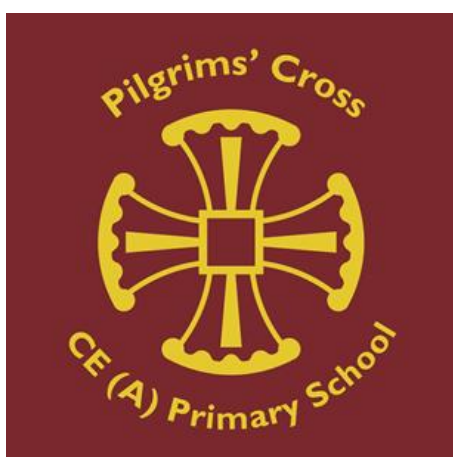


*Learning, to make a difference,  
in God's world*

# Pilgrims' Cross CE Aided Primary School



## Written Feedback (Marking) Policy

<b>Reviewed by</b>	<b>Headteacher and Middle leaders</b>	<b>Authorised by</b>	<b>Teaching and Learning</b>
<b>Last review</b>	<b>April 2018</b>	<b>Review Cycle</b>	<b>Annually</b>



## **WRITTEN FEEDBACK EXPECTATIONS NOVEMBER 2016**

The school's written feedback expectations were reviewed, after SLT have read and discussed the two following teacher workload documents

<https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>  
[https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf)

### **ORAL FEEDBACK**

OLA feedback approach

All adults in the lesson will maximise the number OLAs (pls see Diagram 1 which explains the OLA feedback model) during the lesson and indicate this by adding this symbol in the margin and a word or two indicating the content of the feedback.



**All PUPIL PREMIUM CHILDREN** will have teacher feedback by the teacher in **ALL** lessons and this will be indicated by the above symbol. If the lesson is an extended one the PUPIL PREMIUM children may have two OLA symbols, having received two OLA moments with an adult.

### **WRITTEN FEEDBACK - in any colour except red!**

**Skills Lesson and non-English and Maths lessons – *short and clear celebration of achievement***

Tick on the left of the success criteria, learning objective and challenge if the child achieved them. If a child has shown great achievement in one of the above please show this by a smiley face / 1 vp (1 vision point).

If an adult is carrying out the above, who is not the class teacher please add LSA for Learning Support Assistant and Sup for Supply Teacher or the initial of any other member of staff.

The child or a peer can carry out the above if the teacher feels it is appropriate for them to carry out self/peer feedback.

**Short recorded piece – *short and clear celebration of achievement and short next step***

Celebration in skills lesson and place a \* by the part of the recording the teacher would like the child to re-visit / edit.

If this revisiting is linked to one of the success criteria / challenge then please place a \* by them on the left. If this linking by \*s then please underline, add a word or simply identify the action you wish the child to carry out to take their learning forward.

Please consider SPAG with respect to this re-visiting / editing as this is an area of whole school improvement, however please do not ask the children to simply copy out spellings.

**End of (Mini-)Learning Adventure Recorded Piece – *Comprehensive Celebration of Achievement***

As Skills Lesson and add positive comment to the bottom of the piece, which celebrates all the child's achievements demonstrated in this piece, especially achievements in SPAG. Please encourage children to check work during and at the end of the piece re SPAG before completing it.

All of the above can be carried out during the lesson if appropriate and have a negative impact on children not maximising every minute with respect to their learning. (no queues ☺) Any OLA or written feedback is to be used to assess the children's achievements and therefore bespoke the next lesson / learning activities to ensure the % of children that will achieve the learning destination matches the % of children targeted to achieve ARE and the % of children to achieve the challenge matches the % of children targeted to achieve Greater Depth. There is an expectation for changes to the planning, due to OLA and written feedback, to be recorded on the planning by hand or typed.

### Homework – Acknowledgement

Verbally thank and praise the child for completing the homework and award 2 vp for learning adventure project type homework. If weekly, please add a smiley face and 1 vp to the bottom of the work.

In the books you will see different codes that refer to the detail above this is detailed in Diagram 2 below.

**Diagram 1**

**Written and oral feedback model used across the school.**



**Diagram 2**

**Written feedback codes – these will be seen in the books**



## How my teacher marks my work...



- ✓ Something I have achieved this lesson
- \* My next step
- 😊 My teacher is proud of me
- 1VP Vision points for our best work and effort
- I I did this independently
- S I did this with support
- G I did this with a group
- OLA My teacher used feedback to support my learning

**Support team and supply teachers to initial the work they mark**