



**Christopher Reeves  
Living Our Values**

**Homework Policy and Guidance**

Christopher Reeves VA Primary School  
Hinwick Road, Podington

**May 2020**

**Date of next review: May 2022**

**Governor Responsibility: Learning and Outcomes  
Committee**

## 1 PRINCIPLES

Marking and feedback are crucial and integral parts of the teaching and learning process. We believe that this is best achieved when:

- Learning opportunities are carefully matched to support and challenge children at an appropriate level
- The point of the learning opportunity is expressed to the pupil in the child-friendly language of a Learning Target / Objective
- In KS1 and KS2, children know what they must, should and could achieve ('Success Criteria') in relation to the Learning Target / Objective
- Children are given timely feedback that tell them how they did in relation to the Learning Target / Objective
- Feedback is aimed at developing confidence and skills

**At Christopher Reeves Primary School, children are involved in the process of marking and feedback. They are encouraged to review their work in the short term, to reflect on their progress in the medium term and become gradually more responsible for improving their own work in the longer term. Children are also encouraged to view, comment upon and value others' work, as well as their own.**

## 2 THE AIMS OF MARKING AND FEEDBACK

- To enable progress and raise standards
- To encourage, motivate and support pupils
- To correct errors and address misconceptions
- To recognise achievement
- To inform planning
- To provide information for assessment
- To enable children to reflect on their own progress and achievements

## 3 FORMS OF MARKING AND FEEDBACK

**We employ a range of strategies appropriate to the age and stage of the individual pupil. Teachers should consider first *"What will make a difference to this pupil's progress?"* and then select from:**

- Verbal feedback (for practical and written work)
- Thorough marking (NB 'thorough' does not mean 'lengthy')
- Acknowledgement marking (a simple check of work, tick, date and/or indication of verbal feedback given)
- Self-marking
- Peer marking and feedback

## 4 GENERAL GUIDELINES FOR MARKING OF BOOKS

### 4.1 When to mark

The most effective marking and feedback happens during the lesson itself. Teachers should aim to do a *thorough mark* with the pupils present, where appropriate. When pupils are old enough to read the teacher's written feedback, it may also or alternatively be effective to *thorough mark* away from the child.

#### 4.2 Who marks?

- Teachers mark in accordance with this Policy
- Supply teachers are expected to mark in accordance with this Policy
- Teaching Assistants mark the work produced by their group by *acknowledgement marking* and providing the Teachers with brief / post-it notes on progress observed
- Pupils – using *self* and *peer marking* will develop pupils' drafting skills as well as their ability to reflect on their learning. The teacher should *acknowledge mark* at their next viewing of the pupil's workbook.

#### 4.3 How to mark

In relation to *Verbal Feedback* and *Thorough Marking*:

- Feedback should be in relation to the **Learning Target**
- Use ticks for encouragement, dots & underlining for highlighting and errors
- Feedback may also be in relation to the teacher's knowledge of the pupil and the pupil's personal learning targets
- Feedback should include a minimum of one positive comment
- Feedback should identify pupil's errors or misconceptions, which can be expressed as a **Future Target**
- Feedback should identify **Progress Made**

In relation to *Self Marking* and *Peer Marking and Feedback*:

- Remind children of the Learning Target / Success Criteria
- Encourage children to use a different colour pencil / pen to correct or improve their work

There is no whole school policy regarding the colour of pen for marking, and teachers are free to set their own approach. It may be appropriate to establish a different colour for teacher marking and for pupil marking, especially where pupils are **responding to feedback**.

#### 4.4 Encourage and Consolidate

We recognise that the pupil experience of receiving constant feedback can suggest to a pupil that their work is 'never quite good enough' – that there is always something they could have done better. Even though we use the terminology 'future target' it is a message to the pupil that this aspect of their work needs improving. Periodically, the teacher will provide a 'respite' from giving a future target, and provide only positive feedback, to **encourage and consolidate** the learning that has been achieved.

## 5 PUPILS RESPONDING TO FEEDBACK

It is essential that children are given time to reflect on the marking and feedback provided.

When children are able to read and write, they should be given time to:

- ask an adult for clarification of the verbal or written feedback
- use a post-it note to summarise their future target
- place this at the start of their next piece of work / next opportunity to work on the target.

In this way, it is clear that children have understood the feedback and have a mechanism to improve their work at the earliest opportunity.

## 6 KEY STAGE SPECIFIC

### Foundation Stage

- Feedback to children should be predominantly *Verbal Feedback*
- In the Workbooks, the Date, Learning Target and Development stage is prepared on a sticker.
- Next Steps – informs the teacher for Planning
- (i) and (s) - informs the teacher of 'independent' or 'supported' work for Assessment
- Verbal Feedback is recorded as VF, followed by
  - CL (Capital Letters)
  - . (Full Stop)
  - Sp (Spelling)
  - F (Letter / number formation)

### Key Stage 1

- *Verbal Feedback* and *Thorough Marking* when the pupil is present will be most effective for pupil progress.
- (P)– indicates progress made within lesson in relation to verbal feedback
- The degree of 'correction' and written comment will depend on the ability of the pupil
- Child friendly symbols for Targets may be used
- *Self* and *Peer Marking* should be introduced at KS1 and practiced to establish and develop pupils' reflection and personal responsibility towards their own learning
- Post-it notes, for responding to feedback, may develop from single words in Year 1 to more in-depth phrases in Year 2
- Written comments may also be prompts to the teacher and provide evidence in Assessment

### Key Stage 2

- Pupils progress will be impacted by a wider range of marking and feedback approaches
- Teachers should maintain the principles of efficient & effective, not lengthy marking
- Comments can provide the specific opportunity for pupils to show improvement, e.g. 'rewrite this sentence using the correct punctuation'
- (P)– indicates progress made within lesson in relation to verbal feedback
- Children will be increasingly able to recognise and respond to the Success Criteria (Must, Should, Could) when *self* and *peer marking*; in Lower KS2 this is introduced as a whole class reflection, gradually building to independent recognition at Upper KS2

- Written comments may also be prompts to the teacher and provide evidence in Assessment

## **7 SUBJECT SPECIFIC**

### 7.1 English:

Reading – pupils receive verbal feedback, and give peer feedback during Guided Reading sessions

Writing – as outlined in policy

7.2 Mathematics: the structure of the Maths curriculum differs from the teaching of Reading and Writing in that it includes mental, written and investigative tasks, and topics are taught on a 'modular' basis. This impacts on the way in which teachers provide marking and feedback:

- Verbal Feedback is the main mechanism for ensuring pupils make progress
- Acknowledgement marking supports assessment & planning
- TAs supporting particular groups can provide notes on Post-Its to teachers, to support planning and assessment
- (P)– progress made within lesson in relation to verbal feedback

### 7.3 Religious Education, Science and Foundations Subjects

Where RE, Science and Foundation Subjects learning (which may be expressed as 'Topic') results in written work, teachers should apply the policy for marking and feeding back about written work – expectations remain consistent.

In addition, teachers should comment on progress made within the Unit's Success Criteria, and recognise that this may allude to class discussion, group work and individual responses not necessarily evident in the written work.

- TAs supporting particular groups can provide notes on Post-Its to teachers, to support planning and assessment
- (P)– progress made within lesson in relation to verbal feedback

## **8 MONITORING**

We will ensure the Marking and Feedback Policy is applied consistently and remains 'fit for purpose' in its impact on pupil progress:

- considered as part of Book Scrutiny
- noted during lesson observations
- in annual consultation with teaching staff

This policy is the responsibility of: The Learning and Outcomes Committee

Signed .....Head Teacher

.....Chair of Governors

Date May 2020