



**Tadpole Farm**  
CE Primary Academy

# **Approach to Feedback & Marking**

## **Introduction**

At Tadpole Farm Primary C of E Academy, all adults use the language of our 12 Christian values when providing feedback to strengthen and support children's self-esteem. All adults mark work and give feedback as an essential part of the assessment process. We aim to make all children feel valued and that our approach to feedback empowers children to take responsibility to improve their own work. The aim of our feedback and marking approach supports staff well-being whilst ensuring that its main priority is to move the learning forward of the children.

## **Verbal feedback**

Feedback is given in 3 ways -

- 1) Immediate feedback – at the point of teaching
- 2) Summary feedback – at the end of a lesson/task (This may be whole class, peer-peer or an individual basis).
- 3) Review feedback – away from the point of teaching (including written comments if appropriate for age and ability)

Feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, and providing support if needed. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

## **Our key principles of feedback**

Our approach on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning
- Feedback should be meaningful and learner's are given the opportunity to act on it.
- Written comments should only be used where they are accessible to students according to age and ability.  
In KS1, symbols are used for children to refer to (see below)
- Feedback delivered closest to the point of action is most effective
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments

-Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

-All pupils' work should be reviewed by teachers at the earliest appropriate opportunity in order to impact on future learning.

-When work is reviewed, it should be acknowledged in books using the marking codes as identified in this approach.

### **Learning objectives and success criteria**

We know that in order for effective feedback and marking to be given, children need to know what they are learning and how to achieve this. Therefore, the following will be provided.

- The learning objective is shared at the point where it is best for the children. Each activity will have a clear LO - recorded in books (stuck in or written)
- A form of Success criteria will be co-constructed with the children. This can be done in a number of ways such as:
  - Verbally explaining what a successful piece should include
  - Instructions for an activity explaining how they should complete this successfully
  - Creating success criteria after appropriate modelling from the teacher eg modelled writing
  - Class toolkits on working walls or breakdown of steps on the whiteboard
  - Children filling in their own success criteria
  - Opportunity to assess against a criteria following the task
  - A comparison of two end products and seeing why one is better
  - Reviewing an end product and identifying own successes.

### **Marking codes**

Across the school, we value all children's learning. Therefore, **all work** will be acknowledged by the following codes. Marking codes should be recorded in a green pen.







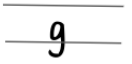
KS1 and KS2

I - Independently (work is completed independently)

S - Supported (work is supported by TA or completed with an adult)

VF- verbal feedback (Feedback is given at the earliest moment, KS2 brief overview of what feedback is eg. *VF punctuation/ VF add description*. Children respond in purple pen to this at the earliest given opportunity).

In KS1, teachers use pictorial symbol when marking children's work:

	Finger Spaces	<i>abc</i>	Handwriting
	Capital Letters		On the Line
	Full Stop		Use sounds
	Ascenders		Descenders



-Next steps (Children are given next steps based on targets - children work on these usually in the next lesson)

- answer not correct and needs checking (Children did not get answer correct and needs checking)
- check spelling (KS1 - adults to check against common exception words and those that the children should know for the child's appropriate ability and age. In KS1/ KS2 - pick maximum 5 words for the child to correct based on ability and age - children to correct in purple pen). If you want to practise the spelling, use **SP** and write spelling for children to copy.

### **Early Years at Tadpole Farm CE Primary Academy**

In Nursery and Reception learning is recorded using Tapestry, where each child has their own online learning journey, showing their learning progress linked to the Age Bands.

Children in Nursery and Reception learn in a variety of ways and their learning is identified by the following symbols:

- I - independent work (planned/suggested activity completed independently)
- C - Challenge - this will also include a I for independent or S for Supported by an adult
- CIA - Child Initiated Activity - Piece of work they have created themselves - Not teacher planned

Marking will indicate the level of support given and a short observation based on the learning objective of the work. Feedback at this early stage in their education is verbal through questioning to support and challenge children's learning and purposeful play.