

Marking and Feedback For Learning at Nutley CE Primary School

At Nutley CE Primary School we are committed to ensuring that every child reaches their full potential in a happy, safe and caring environment. Within our community we aim to provide a foundation for lifelong learning. Our Marking and Feedback for Learning Policy reflects this ethos, ensuring that feedback is a valued part of the learning process which, over time, our children are encouraged and supported to take ownership of.

The following are essential requirements for feedback at Nutley CE Primary School, if the process is to have maximum impact on children's progress:

- Feedback on learning provides opportunities to move the children's learning forward **during** the lesson.
- Feedback may be verbal or written. If verbal feedback is given a **VF** will be recorded in the margin. On the occasions written feedback is given, it will be recorded *briefly* in **green pen**. Both are of equal value to the child and used in different contexts.
- From Year 2 onwards, children are encouraged and supported, through careful modelling, to edit and improve their own work using **pink pen**. Peer and self-assessment are also used to support progress with learning.
- As children gain confidence with feedback, there will be more evidence of **pink pen** in books and less of **green pen**. This demonstrates that the child is taking greater ownership of their own learning.
- Teachers support improvement by skimming work and finding commonalities to teach/address as a whole class before allowing the children to improve or correct their work independently.
- Pupils are given weekly opportunities to improve a section of writing:
 - In Y2/LKS2 this is indicated by 2 stars/ highlighted areas and a section of improved writing.
 - In KS2, 'editing flaps' may also be used and placed over the section of writing that has been improved.
- **Pink pen** editing of spelling/punctuation takes place consistently in **all** work/books.
- The same feedback strategies are used across all books, ie, responding during lesson, verbal feedback, pink pen editing, probing questions where appropriate and personalised responses for individuals (SEND, GD, PP).
- Teachers use the information gained, together with other information, to adapt future teaching plans and respond to the needs of the class.
- Teachers and children take opportunities to identify and discuss progress over time.
- Practice across the school is consistent, in line with school policy and impacts on children's outcomes.
- When completing book scrutiny, leaders look for evidence of the impact of feedback **during** lessons.

These symbols are used, by children and teachers, during the feedback process:

- VF – verbal feedback
- T / TA – supported learning (T-Teacher, TA-Teaching Assistant)
- Sp - spelling to correct (KS2)
- _____ - spelling to correct (KS1- spelling underlined)
- P- punctuation to correct (KS2)
- SA - self assessment PA - peer assessment
- 2 stars/highlighted areas – improve this section of writing