

# WHOLE SCHOOL, INCLUDING EYFS, FEEDBACK FOR LEARNING POLICY

## RUPERT HOUSE SCHOOL



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# WHOLE SCHOOL, INCLUDING EYFS, FEEDBACK FOR LEARNING POLICY

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Policy Owner: Deputy Head Academic

Management Committee responsible: Senior Management Team

Governor oversight: Education Committee

Approval: Education Committee

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# WHOLE SCHOOL, INCLUDING EYFS, FEEDBACK FOR LEARNING POLICY

Where this policy refers to the school this includes the EYFS, Pre-Prep School and Prep School.

At Rupert House School, marking is used to monitor progress and encourage children to improve the standard of their work. We have a whole school Feedback for Learning Policy, in order to provide consistency and continuity throughout the School.

**Marking** is part of a process of feedback and assessment; it's what teachers write on a page after assessing a pupil's work. The purpose of marking is to give academic guidance and, to be effective; it implies some action on the part of the pupil.

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## AIM – WHAT IS EFFECTIVE MARKING/FEEDBACK?

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Effective marking will:

- acknowledge the child's efforts and promote high self-esteem
- provide and maintain continuity, progression and standards throughout the School;
- focus the response on the learning objectives and success criteria, where appropriate;
- identify specific areas of strengths and/or weaknesses;
- provide reinforcement and ensure that pupils understand their achievements and know what they need to do next to make progress, for example providing scaffolding, closing-the-gap comments and suggestions for improvement and extension;
- provide feedback to pupils about their work promptly and regularly;
- inform pupils, parents and teachers of progress;
- include both oral and written feedback as appropriate;
- encourage a dialogue with pupils;
- provide pupils with opportunities to assess their own and others' work and give feedback to one another;
- be used to inform future planning and target setting;
- provide an overall and continuing record of a child's achievements that can also be used when writing reports;

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## INTRODUCTION – MARKING STRATEGIES

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Teachers spend a great deal of time responding to or marking pupils' work. We need to make the time we spend marking beneficial by basing it on sound principles. We need to consider:

- How effective are my comments to pupils?
- How effective is my marking?
- How effective is my approach to feedback?
- How do the children know what they need to do to progress?
- What is the impact of my marking on pupil's learning?
- How do children know when they have met their target?

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## EXPECTATIONS OF MARKING

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Each piece of work should be marked – by either the teacher, TA, LSA, the pupil, or another pupil – showing that notice has been taken and marking should be prompt.

Not all pieces of work can be marked in detail. Marking will be age-appropriate and feedback may be oral.

General points:

- Every piece of pupil's work needs to have the date and Learning Objective in Prep School e.g. LO: Use connectives in our writing
- Across the school, the Learning Objective is displayed in the classroom, e.g. LO: Use adjectives in our writing
- **Every piece of work should be marked and returned to the child promptly** (within 2 weeks)– work should not be given back to a child unmarked
- On the whole, marking is in the form of a comment on the child's work or verbal feedback given at the time.
- Teachers comment upon what the pupil has done well and provide them with a constructive next step.
- Some subjects and pieces of work lend themselves to being marked out of a total, e.g. calculations
- Work is assessed for effort and content, acknowledging the progress of the less able pupil just as clearly as that of the brighter pupil
- If possible, the work is marked in the presence of the child
- Marking is done in green children from Years 2-6 mark in purple
- Teachers mark using the Symbols in Appendix 2
- Teachers will also state if the child has worked with support and refer to this in parent meetings
- The comments, whether written or verbal, are constructive
- One target or next step, if appropriate.

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- Spellings and errors in punctuation are corrected sympathetically, no matter what the subject
  - Specific areas may be highlighted for correction so that it is not made daunting to the child
  - Rewards are given as an incentive in the form of stars, Rainbow Book and stickers, smiley faces, stamps, certificates or stars (towards house points)
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  - RHS Learner Values are recognised through verbal and written feedback.
  - When marking their own work, children in Years 2-6 should use purple 'Purple Pen of Power'
  - Assessment for learning (e.g. traffic lighting, teacher/pupil feedback or smiley faces) should be evident in books and should relate to the Learning Objective and/or success criteria
  - Where appropriate, marks are recorded in markbooks/spreadsheets
  - Next session, pupils are given time to read and/or ask questions about the teacher annotation and correct their work if needed.
  - Teachers should note in books where a child has missed a lesson for a specific reason and flag up if they are repeatedly missing the same lesson.
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## MARKING IN THE PRE-PREP SCHOOL

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- Because very young children may not be able to read a long comment from a teacher at the end of their work, any written comment is reinforced by verbal comments
- Any work which needs correcting is carefully explained and returned to young children immediately
- Stickers or similar are used liberally to encourage children and reward their achievements and efforts
- Longer comments will be written, when appropriate, to inform parents about their child's work
- From Year 1, children receive stickers or stars to reward their achievements and effort.
- A tick is used to indicate correct answers and a (·) is used to indicate an incorrect answer.
- In Maths, incorrect digits in an answer may be underlined or circled.
  - The child, with the assistance of a member of Staff if appropriate, reworks an incorrect sum and writes the correct answer underneath or besides the incorrect one in purple. Where space does not allow for this, e.g. in workbooks, an incorrect answer is rubbed out and the correct answer is written in purple.
- The work is marked for its relevance to the task set and the effort expended by the child.
- Written comments are used to encourage the child.
- Incorrect spellings or incoherent written work will be written correctly above

## EARLY YEARS FOUNDATION STAGE

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Children receive verbal praise for their efforts and the way in which they approach and complete a task. As a general rule, work is looked at as soon as it is completed and in the presence of the child. Progress is recorded on Tapestry against National levels.

### Number

Correct work is given a green tick. The corrected answer is written alongside the incorrect one.

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### Written Work

Specific problems are pointed out and selected errors may be singled out for correction, e.g. a single letter or number formation may need to be practised.

A positive verbal comment is always made but written comments are kept to the minimum. A star or smiley face is used when the children discuss best examples of their work.

In EYFS, the expectation is that children will have a level of support when working in small groups. The use of an 'I' for independent work or an 'S' for work that has been heavily supported, is therefore used to signify the unusual.

# **WHOLE SCHOOL, INCLUDING EYFS, FEEDBACK FOR LEARNING POLICY**

## **MARKING IN THE PREP SCHOOL**

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In addition to verbal feedback, work may be marked by the teacher without the child being present but any comments or errors will be discussed with the child, as appropriate. The comments tend to be more detailed with encouragement and praise for the good points and advice on how to improve those aspects of the work, which are less well covered.

When appropriate, work is marked out of a total number of marks. The children are given marks for work such as Spelling tests, Maths, Mental Arithmetic tests and for formal CE tests. Most work in Art, Music, ICT, Design Technology, Textiles and PE will not receive written comments. The children receive regular oral feedback in these subjects; self-evaluations are encouraged.

Children receive stars to reward their achievements and effort. The stars are totalled throughout the year and a series of certificates and badges awarded. Stars are not only gained for written work, they can be given for games, behaviour, conduct, etc.

- When marking, the teacher bears in mind the Learning Objective. However, other factors, such as poor presentation or errors in layout are corrected as discussed, as appropriate, and may be discussed with the child and, if appropriate, the work may need to be repeated. Conversely, very good presentation is praised and may be rewarded. Punctuation and grammar errors are indicated and corrected, sometimes by the teacher and sometimes by the child.
- A tick is used to indicate correct work and a (·) or underlining indicates an incorrect answer. 'Corrections' may be written out at the end of the exercise or alongside the incorrect sum if there is room. Some work may be marked by the children in purple.
- Appropriate spelling errors are indicated. Only a few spelling errors, which the teacher deems that the child should be able to spell, are selected for correction.
- Emphasis is on praise but the teacher may also highlight a particular area which could be improved and indicate how this could be done.
- Written and verbal comments offer praise or indicate how the work may be improved.

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## PEER/PUPIL FEEDBACK

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Pupils to mark using a 'purple pen of power'

- ✓ Pupils have checked work and is correct
- (·) Pupils have checked and the work is incorrect
- Pupils will have the opportunity (especially in Prep School) to edit each other's work ensuring that there is a positive and supportive ethos, e.g. thank you for sharing your writing with me.
- The teacher will acknowledge the work and, where appropriate, mark it themselves in green.

## PROVISION FOR CHILDREN WITH SEND

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Please see SEND policy.

Work will be marked sympathetically based on each individual, where appropriate.

### Monitoring Feedback for Learning

- All staff must ensure that Learning Objectives are linked throughout the lesson and unit of work and that these are used intrinsically in their feedback to pupils and that these are used regularly as a basis for their next step or target.
- English and maths books scrutinised in meetings during Spring Term INSET
- Foundation subjects are scrutinised during staff meetings throughout the year.



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## CONCLUSION

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Effective teaching and successful learning depend on:

- The quality of teacher's comments and marking. Pupils being helped to feel positive about what they have so far achieved.
- Teachers valuing their pupils and believing in their ability to make good progress.
- Pupils understand what they are learning and why they are learning it.
- Pupils playing an active part in assessing their own and the work of others.
- Pupils being helped to see how they can improve and identify their next steps in learning.
- Pupils being given the opportunity to respond actively to the marking and comments they receive

*This policy is intended to achieve effective teaching and learning through focused Feedback for Learning - A partnership involving both teacher, pupil and parent, where appropriate.*

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## APPENDIX 1 – BOOK LOOKS

<u>Form or Set:</u>	
<ul style="list-style-type: none"> <li>Is attainment in line with or exceeding expectations for year group?</li> </ul>	
<ul style="list-style-type: none"> <li>Are challenges or extension tasks set, where appropriate?</li> </ul>	
<ul style="list-style-type: none"> <li>Is there evidence of AfL strategies? (in Y3-6, and Pre-Prep where appropriate)</li> </ul>	
<ul style="list-style-type: none"> <li>Is there evidence of target setting or next steps, where necessary?</li> </ul>	
<ul style="list-style-type: none"> <li>Do most pieces of work have a comment written by an adult or the symbol VF for verbal feedback ?</li> </ul>	
<ul style="list-style-type: none"> <li>Is there evidence of support strategies?</li> </ul>	
<ul style="list-style-type: none"> <li>Is the work presented neatly and in an organised way?</li> </ul>	
<ul style="list-style-type: none"> <li>Is there a date and LO for each piece of work?  (written by a teacher or child as appropriate)</li> </ul>	
<ul style="list-style-type: none"> <li>Is all teacher marking done in green and all child marking done in purple?</li> </ul>	

## **WHOLE SCHOOL, INCLUDING EYFS, FEEDBACK FOR LEARNING POLICY**

<ul style="list-style-type: none"><li>• Are the name, subject and form written neatly on front of the book?</li></ul>	
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# WHOLE SCHOOL, INCLUDING EYFS, FEEDBACK FOR LEARNING POLICY

## APPENDIX 2

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### Symbols Marking Sheet

These symbols are to be used in teacher marking to help pupils to understand where they have made a mistake and whether they need to correct it or not.

/ New line needed

// New paragraph needed

(.) or underlining Incorrect answer



Correct

“

Speech marks needed



Full stops needed



Commas needed



Question marks needed



Exclamation mark needed



Missing capital letter or capital letter should not have been used

?

I don't understand this, please check and correct  
spelling

Child not sure about a

S Child has been supported with the work

I Pupil has worked independently

V Verbal Feedback given

T Target/ next steps for the child to work on