Feedback and Marking Policy

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1. Principles of Feedback and Marking

Providing pupils with accurate and timely feedback is the foundation of effective formative assessment. At Hampton Pre-Prep & Prep School ("the School") we believe that the best learning does not happen in isolation. While independent and self-initiated learning is encouraged, timely and carefully considered feedback is vital to ensure pupils make progress over time. This may occur in books, or digitally. Feedback where work has been completed digitally may involve written marking, as below, or recorded audio. All feedback adheres to the same principles.

Marking is just one way we give our pupils feedback in order to boost progress and attainment. As a school, we recognise that not all work needs to be marked in the same way and verbal feedback is sometimes more appropriate. We also acknowledge that written marking is only effective when pupils are given time to read, reflect and respond.

In essence, our approach to feedback and marking is as follows:

- The focus of feedback should be to further all children's learning.
- Feedback delivered closest to the point of action is most effective.
- We believe that providing feedback is a two-way process. It is given to both teachers and pupils as part of the assessment process and takes many forms including written comments, marking codes and verbal feedback.

If marking is to be effective and of value both to teachers and the child, it is important that we both have a participating part to play in it; marking should be a dialogue, not a monologue. If the child is not involved from the start, the chances are that the time we spend in marking their work is wasted.

It is important that when we come to mark work or provide verbal feedback, we demonstrate consistency by focusing on the task set. Feedback should be sensitive to the abilities of the individuals and their capacity to benefit from it. It should balance the desire to improve with the need to encourage. If we have spent considerable time marking work, then the response to our feedback is where our preparations are fulfilled. The children must be given time to read our marking and be encouraged to respond to it. This response may be written or verbal, individual or a group activity, but if we ask a question, the pupils should get used to replying.

2. Impact

High quality feedback drives the learning process. It establishes what pupils know already, sets targets for learning, monitors progress and informs next steps for learning. All feedback given by teachers should fit into at least one of the categories below.

Feedback Question	Impact
What does the pupil know already? What are their targets/goals?	Establishing prior knowledge and targets/goals.
How is the pupil doing? Are they making progress towards their targets/goals?	Tracking progress and adjusting content accordingly.
What does the pupil need to know next? Which activities need to be undertaken to make better progress?	Establishing next steps for further progress.

We aim to be honest with our feedback at all times, but we acknowledge the impact that negative feedback can have on pupils. For these reasons, feedback should be mostly positive with areas for improvement communicated constructively and carefully.

We believe that peer assessment and self-assessment has a directly positive impact on pupil progress. As a result, opportunities for both are provided in many curriculum areas.

3. **Marking Scheme: Reception to Year 6 (Written Work)**

Correction of errors in a child's work is obviously at the teacher's discretion, but where corrections are made, they should be appropriate to the learning task and the pupils' age and ability. Wherever appropriate these codes should be used:

Common Marking Codes

Correct	✓
Incorrect	•
Punctuation error	P
New paragraph required	//
Capital letter	CL
Spelling mistake	SP
Verbal feedback	VF
Unaided work	U
Some support given	S
Pupil needs reminder of current target	Tg
Method error	M
Calculation error	C
Presentation error	Pr

Teachers in the Pre-Prep apply the above codes at an age appropriate level and this is at the teacher's discretion. A version of the above for pupils (**Appendix 2**) is clearly displayed around classrooms and is in pupils' English and Mathematics books in Prep.

In addition, teachers in the Prep follow more detailed mark schemes that are subject specific. These have been written by the Heads of Departments and can be found in the relevant Curriculum Documentation.

4. **Presentation**

Pupils are encouraged and expected to maintain high levels of presentation in all written work. **Appendix 1** outlines detailed guidelines for the presentation of work across the School.

5. Appendix 1 - Presentation Guidelines

A) Pre-Prep Department

Kindergarten
Presentation:
Children work on plain paper. Work is completed in a range of materials – pencil, crayons and felt tip pens. Lines will be drawn as necessary.

Reception
Presentation:
According to the task, children use plain paper or lines are drawn for them at an appropriate size. Work is always in pencil and children occasionally use erasers.

Adults date work in Mathematics using the short date format, for example 12.12.21.

Year 1
Mathematics:
Children work in squared books or squared paper. The children date work in the short date format, for example 12.12.21. Work is always in pencil. Children may use erasers according to the teacher's discretion. Titles and sentence answers are written in the usual handwriting style, not one letter per square.

English presentation:
Children use half plain and half lined books. The long date format is used, Monday 4th January 2021. Work is always in pencil and the children use erasers at the discretion of the teacher.

Year 2
Mathematics presentation:
Children work in squared books or squared paper (1cm x 1cm). Work is always in pencil and mistakes crossed out with a single line, or erasers may be used at the teacher's discretion. The children date their own work in Mathematics using the short date format, as above.

English presentation:
Children use 8mm lined paper and work only in pencil. Erasers may be used under teacher supervision, or by the teacher for the child. The long date format is used - *Monday 4th January 2021*.

B) Prep Department

How to present your work in Years 3 and 4

1. Use a *sharp* pencil for all work you complete.

2. Write the date, in short or long format according to the subject, next to the margin on the top line and *underline using a ruler*. Leave a line. The title should then be written in the centre on the next line and underlined.

3. Always number any questions or answers clearly in the margin.

4. Write labels horizontally and clearly, drawing lines and arrows using a ruler.

5. Complete any colouring neatly using coloured pencils. Do not use felt tip pens unless instructed.

6. Mistakes in pencil should be rubbed out using an eraser. When you start writing in ink pen, mistakes should be crossed out in pencil using a ruler. Corrections should be made in green pen.

7. Where there is sufficient space left on a page, rule off after your last piece of work and start on the following line.

8. Always take a pride in your work.

How to present your work in Years 5 and 6

1. Use a *sharp* pencil for drawing, drafting and work in your Mathematics book.

2. Write in blue ink for neat copies and final drafts (other than Mathematics). *Do not use ballpoint pen.*

3. Write the date, in short or long format, according to the subject next to the margin on the top line and *underline using a ruler*. The title should then be written in the centre of the next line and underlined.

4. Always number any questions or answers clearly in the margin. Leave a line between questions.

5. Write labels horizontally and clearly, drawing lines and arrows using a ruler.

6. Complete any colouring neatly using coloured pencils. Do not use felt tip pens unless instructed.

7. Mistakes in pencil should be rubbed out using an eraser.

8. Where there is sufficient space left on a page, rule off after your last piece of work and start on the following line.

9. Always take a pride in your work.

6. Appendix 2 - Information for Pupils

Key reminders:

- Write the date, in short or long format, according to the subject, next to the margin on the top line and underline using a ruler. The title should then be written in the centre of the next line and underlined.
- Always number any questions or answers clearly in the margin. Leave a line between questions.
- Mistakes in pencil should be rubbed out using an eraser; a mistake in pen should have a neat line put through it. Corrections should be made in green pen.
- Where there is sufficient space left on a page, rule off after your last piece of work and start on the following line.
- **Always take pride in your work.**

General Error	Code	Teacher Action	Pupil Action
Correct	✓		
Incorrect	•	Dot next to incorrect answer	Attempt again
Punctuation error	P	Indicate where error is	Add the correct punctuation
New paragraph required	//	Place in the margin to show where new paragraph is required	Indicate where new paragraph begins
Capital letter	CL	Place in margin or next to error	Correct capital letter
Spelling mistake	SP	Write spelling or 'sp' in the margin	Correct spelling and write three times in margin
Verbal feedback	VF	Show where verbal feedback was given	
Unaided work	U	Place a 'U' if no support was required	
Some support given	S	Place an 'S' where support was required	
Pupil needs reminder of current target	Tg	Place a 'Tg' next to error/sentence	Initial or correct if needed & read target
General comment from teacher			Initial the comment or respond if required
Mathematical Error	**Code**	**Teacher Action**	**Pupil Action**
Method error	M	Place an 'M' where error has occurred	Identify and correct error
Calculation error	C	Place a 'C' where error has occurred	Identify and correct error
Presentation error	Pr	Place a 'Pr' where presentation has caused an error	Attempt again
Read the question error	RTQ	Place an 'RTQ' where error has occurred	Identify and correct error