



Marking and Feedback policy

September 25

As a staff we believe children learn best when there are the highest expectations of their achievements and of the quality of their work.

This is achieved when children take pride in their work and therefore it is essential that the school has clearly defined and consistently applied approaches to the presentation and lay out of children's work and to the methods of marking.

We recognise that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children, as well as various methods of individual and group target setting methods and marking.

AIMS

Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in-depth marking linked to the planned learning.

THE PRINCIPLES UNDERLYING PRACTICE

our policy on marking and feedback has at its core a number of principals:

- The sole focus of feedback should be to further children's learning
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work
- Feedback should be given either in the lesson itself or in the next appropriate lesson-the 'next step' is usually the next lesson
- Feedback is part of the schools wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Be manageable for all teaching staff
- All adults in classroom are able to offer feedback and marking
- Be seen by pupils as useful and positive
- Inform future planning/targets.
- Be accessible and inclusive
- Relate to LO and success criteria
- New learning can be fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore , teachers will need to collect evidence some time from the original input when assessing if the knowledge is secure.

Feedback and marking should promote thinking.

FEEDBACK AND MARKING IN PRACTICE

It is vital that teachers evaluate the work that children undertake in lessons and use this information to adjust their teaching. Feedback occurs at one of four common stages in the learning process;

1. Immediate feedback- at the point of teaching
2. Summary feedback- at the end of the lesson/task
3. Next lesson- further teaching enabling children to identify and improve for themselves areas for development.
4. Summative feedback-tasks planned to give teachers feedback on whether a child has securely mastered the area in focus.

These practices can be seen in the following ways;

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching within the course of the lesson- including mini whiteboards, book work etc • Takes place in lesson with individuals or small groups • Often given verbally to pupils for immediate action. • May involve using a teaching assistant to provide support or further challenge	• Lesson observations / learning walks
Summary	• Takes place at the end of a lesson or activity • Often involves whole class or groups • Provides an opportunity for evaluation of learning in the lesson • Self or peer assessment against an agreed set of criteria. • May take the form of a quiz, test or score on a game	• Lesson observation/learning walk • Evidence of self or peer assessment. • Results from quizzes etc recorded in book or logged by teacher
Next lesson	• The first part of the lesson is spent giving feedback about strengths and areas for development and giving time for these areas to be improved through proof reading and editing their work. • Misconceptions addressed and teachers uses modelling to reinforce correct way.	• Lesson observations/ learning walks • Evidence in books of editing and redrafting their work in purple pen
Summative	• End of term tests, assessments or quizzes	• Quiz or test results.

Our policy deliberately aims to give teachers the room to use the most effective form of feedback without insisting on the demands of written marking where it is unnecessary.



THE PROCESS OF MARKING

Marking may be done by:

- teacher alone
 - teacher alongside child
 - child alone
 - other children
 - teaching assistants
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- Marking will be shown through highlighter pens – green for good
pink for think
 - Work should have as a minimum requirement the teacher's initials to show they have seen the work.
 - Key errors will be corrected but staff will be conscious of ensuring that negative responses and over marking are avoided.
 - All work should be acknowledged although not all work may be marked in depth - some work may be corrected on a class basis.
 - Methods of marking will be communicated to parents.
 - Children will mark their own work where appropriate.
 - Peer marking will be carried out using a purple pen and signed by the child marking.
 - Children will use a different coloured pen (purple) to correcting their work, when marking teachers will use green pens for good work and pink pens (pink for think) for show that improvements are needed.

ENGLISH

- Work will be marked with children when possible, discussing ways to improve i.e. targets.
- Incorrect spellings will be highlighted, as appropriate, when this is the focus of the learning objective.
- Teachers may show the correct spelling on the work or the children may be requested to seek the correct spelling themselves and/or write out the correct spelling three times
- Basic grammatical errors, including spelling and punctuation, will be corrected.
- Suggestions to enable the child to improve a piece of creative or factual writing may also be made.
- Any errors which the child may reasonably be expected to know should be corrected.
- Specific teaching and learning points from the lesson must be corrected.
- Opportunities should be given for children to self-correct their work and, if necessary, improve its content.
- Spelling will be marked according to spelling ability. The child should then be encouraged to find the correct spelling independently and self-correct the error. For other spellers the incorrect spelling should be underlined and the correct word written above or in the margin. If the teacher feels the child should know, or learn, the word it should be written at the end of the work for the child to copy.
- In work where the content is of prime importance, e.g. a piece of historical research, spelling corrections should be kept to a minimum. Marking should focus on the factual accuracy and presentation of the piece. If there are a large number of errors the child should be given the opportunity of rewriting the corrected piece. This should be done in a positive way encouraging the child to produce an excellent piece of work.

- Children will produce a *cold* and *hot* piece of writing – the *cold* piece will be before input and act as a foundation for progress. The *hot* piece of work will be at the end of the 'unit' and show development and understanding. This will be marked fully and act as a guide for future teaching points and to measure understanding.

MATHEMATICS

- Where a wrong answer shows lack of understanding or absence of necessary skills the question will be highlighted with a pink highlighter.
- Where a wrong answer shows a mistake or lack of concentration the question will also be marked with a pink highlighter. This means that the child must try the question again.
- Once corrected the teacher will mark with a tick or green highlighter to show this is now correct.
- Any number reversal should be corrected along with errors of basic English within mathematical terms. Persistent reversal of numbers should be discussed with the SENCO.
- Further questions may be added to check understanding/consolidate learning.

GENERAL

A certificate may be awarded for an outstanding piece of work. This may reflect an all-round excellence; A particular aspect e.g. presentation, a child's personal achievement/building of confidence; a child's persistence and organisation.

Teachers will recognise and reward achievement in a variety of ways eg certificates, Heads Award and house points etc.

CONCLUSION

It is inevitable that the children will make mistakes and we acknowledge that this is an important element of learning. It is the teacher's role to be sensitive towards mistakes and to provide feedback in an appropriate way, The purpose of this policy is to ensure that children feel confident about making mistakes as well as working to achieve a quality of work which they as learners can be proud of.

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