

Marking and Feedback Policy

What is the purpose of the policy?

The purpose of this policy is to make it explicit how teachers mark children's work and provide feedback to ensure effective learning.

Why do we need a Marking Policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs **against learning objectives and success criteria**. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principals that guide the school's approach to marking and giving feedback?

Marking and feedback should:

- Be manageable for teachers and accessible to children.
- Provide clear feedback to children, relating to the learning objective and success criteria.
- Involve all adults working with the children in the classroom.
- Give recognition and praise for achievement.
- Allow specific time for children to read, reflect and respond to marking:
- Respond to individual learning needs - eg marking face to face (verbal feedback) with some and at a distance with others.
- Inform future planning and group target setting.
- Use consistent codes across the school
- Show the children that their work is valued and purposeful.
- Ultimately be seen by children as a positive approach to improving their learning.
- Take place at the earliest opportunity after the child has completed the work

Key Stage One and Two - Focused marking and feedback - specific guidance.

Focused marking should be linked **specifically to the learning objective** of the lesson and it should highlight one area where the child has been successful in meeting the Learning Objective and a Next Step should be indicated where applicable.

- Any evidence that the child has met the learning objective should be highlighted in yellow
- Any area for development / next step that will be a target for the child to improve should be highlighted in pink (only 1 high impact target should be chosen)

When a child or a group of children have not met the LO then feedback should be given individually or as a group in a guided session, Next Steps and responses should be clearly visible. Where Verbal Feedback is given there will be a comment stating 'Verbal Feedback given' in the child's book. Children will be encouraged to record a response to this.

When focused marking is used to give Next Steps the teacher may use different types of prompts depending on the task involved and the ability of the child - examples of these are -

- A reminder ('can you think of a better word than 'bad'?)
- A scaffold prompt ('what kind of monster was he? Change bad for a word that makes him sound more scary').
- Example prompts ('Try one of these words or your own instead of 'bad' - ferocious, terrifying, evil')

In order for the marking to be formative the information must be used and acted on by the children therefore specific set times must be given and responses to feedback and should be evident in the child's work. For example the child may have tackled a next step challenge in maths. Children should respond to feedback using a different coloured pen or pencil.

Setting a Learning Objective

In order for feedback to be effective, the Learning Objective must be specific and measurable.

For example - To use commas in a list or To use past tense in a diary entry

'To write a list or 'To write a diary' are not specific enough, and would result in the whole piece of writing being highlighted.

Feedback in Maths and other short focussed practical tasks.

- Where a task has been completed correctly and shows a thorough understanding it should be marked with a tick. A Next Step/challenge should be included where relevant eg in a Maths unit where the topic is carrying on the next lesson
- Where a task is correct but an insufficient method has been used the teacher should tick the work and then provide a model of the efficient method to be used - this would be best done with the child or in a group in the next session or when appropriate.
- Where work is incorrect due to: inefficient methods, or an incorrect part of the process or, lack of prior knowledge leading to misconceptions this should be modelled and addressed with the child/children as soon as possible again based on the teachers discretion this could be written in the book or completed as verbal feedback with an individual child, a group or indeed the whole class. The comment or use of 'Verbal Feedback Given' should reflect the dialogue which has taken place.
- Where inefficient methods or parts of a process are incorrect and these are being addressed in the child's book, the error in the process should be highlighted and an efficient method modelled.

Guided Groups (any group that is supported / scaffolded by an adult throughout the task)

- If relevant a plan of the guided task with the key questions and outline of the task should be attached to the children's books.
- Feedback/assessment of the children's responses linked to the Assessment Focus for the tasks should be written in the child's book by the adult working with them.
- Verbal feedback will be a key focus in guided sessions.

How do children evaluate their own learning?

- Children should complete their work in plain pencil or black pen only. They should use blue pencil or pen to correct work or respond to focused feedback.
- Children in Key Stage 2 are encouraged to begin to peer assess using guidelines carefully modelled by their teachers. Comments must relate directly to the LO and be positive and constructive such as 'Your word choices for this description have made me want to read more' rather than 'your handwriting is neat'.
- In extended pieces of writing children use a system where they underline elements of the success criteria that they have included within their own work with a coloured pencil crayon, they then identify a next step. A proforma with success criteria and for Key Stage 2 space for next step is used and stuck into the child's book. This will also be initialled or ticked by the teacher.

- Against the Next Step given by a teacher the children are expected to record a comment to indicate that they have read and responded the Next Step to encourage a dialogue between child and teacher.

Marking and Feedback symbols

VF	-	Verbal Feedback Given
G	-	Guided work
I	-	Independent work
S	-	Supported work

Key Points To Remember

- Children should write in pencil or black pen
- All corrections or editing should be done in blue coloured pencil or blue pen
- The Learning Objective should be specific and measurable
- Any evidence that the child has met the Learning Objective should be highlighted in yellow
- Any areas for development or improvement should be highlighted in pink