

Braywood C of E First School



Aspire, Learn, Achieve

Feedback and Marking Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

We recognise that the teaching team consists of teachers, Learning Assistants and any other specialist teachers employed by the school and/or trainers.

Effective marking should:-

- Give feedback to children and to inform them of their achievements and the next steps in their learning
- Show work is valued
- Demonstrate appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning
- Help parents to understand the strengths and areas to develop in their children's work

Marking will focus on what the children are learning and trying to improve so that the feedback encourages development of the learning, rather than on application of learning objectives, such as writing a whole story or designing an experiment, where summary feedback is more appropriate. Marking is only of value if comments are read and/or responded to/ regarded. Ideally marking should become a part of the developing dialogue resulting in pupil progress for examples, a pupil writes, the writing is marked away from the pupils and in his/her subsequent work, the pupil incorporates suggestions. As far as possible, time will be spent with the child to ensure they understand the comments and the targets set and there is often a dialogue to record this learning journey.

The methodology of marking children's work

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning.

Summative Feedback / Marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative feedback / Quality Marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Pieces of work not marked in detail should be acknowledged and relate to the learning intention.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate by that adult.

Quality Marking

The expectation is that all work is marked and as many pieces of work as possible are marked, in detail, in literacy and maths.. Marking should reflect whether the learning intention has been met but other corrections should be made such as spellings, punctuation, grammar, presentation etc.

1. Read the entire piece of work.
2. Marking against the Learning intention. Highlight examples of where the child has met the learning intention and indicate clearly a focused comment linked to this.
3. Marking codes - Marking codes should be used as shorthand when marking and pupils need to be clear about what the symbols represent.
4. Next Steps/ Modelling marking. A comment should be made to help the child improve and take the next step in their learning. Teachers should model how to use this next step and set an example/ challenge for them to do.
5. Target setting -Teachers must set 3 levelled targets per child over a half term period. These should be recorded in our Maths and English Target Books and children should be reminded of them at the beginning of every lesson. Targets should be reviewed regularly. The aim is for the older children to use these books independently so they can understand more of the next steps to their learning. Teacher and child consultations are times where children can formally discuss their progress. On a less formal basis children are given time to discuss their targets with a peer and reflect on the progress they are making. In books, children write a brief comment about where they feel they are in relation to meeting their targets.

Teachers should set these targets according to the needs of the children in other subjects and all lessons have a lesson objective, a learning question and clear and succinct success criteria.

Children's response to the comments

Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided. Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what

they need to do in their next piece of work, as a result of the feedback they have received. Children should also be clear about how to take the next steps in their learning.

Children should be encouraged to respond to the written feedback verbally and by writing a reply. All children should be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point. This may be referred to as “Three Stars and a Wish”. Younger children may use traffic lights or smiley faces as an alternative method. Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special books

Marking Procedures

- Teachers writing to be neat and legible. Any green colour pen can be used so long as it is in contrast to the pupil’s writing implement
- All marking will be informative and constructive and feedback will be on what children were asked to pay attention to.
- Maths and other closed tasks should be marked with a tick and a ? put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out. Any calculations, sentences etc that need to be corrected should be indicated in the comment.
- Modelling. e.g spelling/punctuation corrections should be limited to the words the child should know and a maximum of 6 spelling mistakes will be underlined and written correctly in the margin.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children’s workbooks will be monitored by the staff and subject leaders, where feedback is delivered immediately. Children interviews shall also be conducted as part of monitoring cycle. Where appropriate, subject leaders will highlight good practice and areas for development for all staff to consider and discuss. Subject leaders will monitor subject specific marking as part of their monitoring role.

Governors are kept informed of this process through the Governing Body meetings.