

MARKING AND FEEDBACK POLICY

Thorn Primary School



The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements, and be given specific time to respond to comments or feedback.

At Thorn Primary School we believe that the feedback and marking should be consistent across the school and relevant to the children's age. Feedback and marking should give children a clear picture of what they have done well, and what they need to do next to improve further. Assessment needs to encourage learning that fosters motivation by emphasising progress and attainment rather than failure. In this way we hope to enable every child to achieve their full potential.

Marking and feedback should:

- Enable children to become a partner in the marking and feedback process.
- Be seen by children as a positive means to improving their learning.
- Develop a culture which allows mistakes and risk taking.
- Follow consistent practice throughout the school and be constructive.
- Be manageable for teachers.
- Relate to learning intentions and success criteria, which must be shared with children.
- Inform future planning and individual target setting.

Policy aims

We recognise that marking and feedback are crucial to the assessment process and when done effectively can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Give recognition and appropriate praise for achievement.
- Inform future planning and individual target setting.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills, objectives, targets or understanding.
- Provide opportunities for children to respond to marking through reinforcement or challenge.
- Involve pupils in self / peer assessment activities and time to reflect, so that they are motivated to succeed.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

Marking Strategies

We recognise that many strategies need to be used on daily basis to enable teachers to move children on in their learning. At Thorn Primary we have decided to use a combination of the following strategies to enhance our teaching and essentially help children to strive to achieve highly:

- **Summative feedback/marking:** This is associated with closed tasks, such as class spelling tests, and normally requires a tick or cross. Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.
- **Formative feedback/marking:**
This can be either oral or written but should always be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.
- **Verbal Feedback :-**
Verbal feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Verbal feedback can be feedback from the teacher, to the teacher, and from and to peers. Verbal feedback needs to be focused around the learning intention. Feedback can be given at an individual, group or whole class level.
- **Acknowledgement Marking:-**
This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting. (no improvement – supported work or oral feedback given)
- **Quality Marking**
It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be **Quality Marked** and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning objective. This can be either oral or written, but should always be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work. Marking should be positive, clear and appropriate in its purpose – it needs to offer constructive feedback linked to the learning objective. The outcomes need to inform planning, teaching and learning. Children need to be able to be able to read, understand and respond to comments

Literacy

A reminder prompt: most suitable for brighter children, this simply reminds the child of what could be improved:
'What else could you say here?'

A scaffolded comment: Most suitable for children who need more structure than a simple reminder, this prompt provides some support: *'What was the dog's tail doing', 'describe the expression on the dog's face'*

An example prompt: Extremely successful with all children but especially with average or below average children, this prompt gives the child a choice of actual words or phrases: *'Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.'*

Numeracy

Process Criteria: Are written to support understanding and include examples

Application Criteria: Challenging questions and applying the knowledge in a problem solving context

Closing the Gap: The pupil will respond to marking comments made by the teacher, to make small improvements and close the gap.

- **Marking secretarial features:** This will be done in line with learning objectives and success criteria and age appropriate secretarial skills including spelling, punctuation, grammar and handwriting will be expected across all subjects.
- **Self- marking:** Children will be encouraged to self-evaluate wherever possible. Children can develop the ability to identify their own successes and look for their own improvement points. This is a good process to use in the plenary, enabling the focus to be on analysing the learning taking place.
- **Shared marking:** This strategy enables children to share each others work and enables the teacher to model his/her marking process. Using a piece of finished work the teacher shares the learning intention and then begins to identify success areas. Numerous points can be made during this process.
- **Paired marking:** Sometimes children can work with writing partners to mark in pairs. Before considering this it is important that:
 1. Paired marking should not be introduced until KS2, unless teachers feel children are ready.
 2. Children are trained to do this, through modeling with the whole class and watching the paired marking taking place.
 3. Ground rules(e.g. listening, interruptions)
 4. Children always point out successes first against learning intentions and secretarial features, before identifying areas for improvement.
 5. Pairings should be organized sensitively to ensure trust. This is best decided upon by the teacher.
 6. Dialogue between children is encouraged rather than them taking turns to be the teacher. They should discuss each others work together.

Organisation and Practice

At Thorn Primary School we have agreed to:

- *Ensure that children are always provided with success criteria, which is related to the learning intention, so that they are clear about expectations.*
- *Use a variety of marking and feedback strategies to develop self-evaluation.*
- *Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.*
- *Provide oral feedback wherever class discussion takes place.*
- *Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.*
- *Complete distance marking which is accessible to children and manageable for teachers.*
- *Ensure that children are given time to read and respond based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.*

When marking teachers at Thorn Primary School will:

- *Use a pen to identify successes and areas for improvement.(tickled pink, green for growth).*
- *Ensure that Literacy and Numeracy are marked on a daily basis.*
- *Ensure that Science is marked on a regular basis.*
- *Ensure that feedback in foundation subjects is given regularly.*
- *Ensure that verbal feedback is an integral part of daily teaching.*
- *Quality mark a piece of work when appropriate*
- *Ensure TAs mark the work of children supported or guided by them*

➤ *Independent work should be identified as*

I

➤ *Teacher supported work should be identified as*

TS

➤ *Teaching assistant supported work should be identified as*

TAS

Outcomes for children

They will

- *know about the quality of their work through honest, targeted feedback*
- *have the courage to make mistakes knowing that these will be viewed as opportunities for improvement.*
- *have the motivation to want to produce high quality work and make progress.*
- *understand exactly what is required to be successful*
- *have opportunities to respond which challenges or reinforces their understanding or skills (red for respond)*
- *be involved in assessing their work and identifying what they need to do to move on*

Outcomes for teachers

They will

- *be able to assess the effectiveness of their lesson planning*
- *use feedback outcomes to inform the next steps of planning.*
- *use feedback outcomes to help curricular target setting*
- *have a record of marking interactions for outside audiences.*

Marking towards summative assessment

A selection of marked work in literacy and numeracy will be assessed on a termly basis using the Progress In Learning Grids, Summative Assessments and Target Books. Target books should be dated when the learning objective is first introduced and taught. The follow-up dates should indicate when the child can readily apply /use that knowledge, therefore a date on the same day at which the objective has been taught will tell us nothing about retained and embedded learning. Data from these will then be used to help track pupil progress and inform targets for the next steps and identify children for further support (1:1 or group intervention)

NB: Target books evidence learning over time when it is embedded by the individual pupil.

This policy will be reviewed bi-annually

Related documentation:

- Learning and Teaching Policy.
- Assessment Policy.
- Special Educational Needs Policy.
- All subject policies.
- Medium and short term planning.

Parents

It is important that parents are aware of how the marking system works and this will be discussed at parents evenings.

Monitoring and Review

Work scrutiny by headteacher and subject leaders

Discussion involving children

Lesson observations

Assessing using PIL grids

Impact on summative assessment result

Annex A:

English		
Phonics/Spelling	Reading	Writing
On the spot live marking - Verbal Feedback (VF) with development point e.g. VF letter formation	On the spot live marking - Verbal Feedback (VF) with development point e.g. VF evidence	<u>Extended writes</u> - Quality marked to assist assessment. <u>Incidental writes</u> - On the spot live marking - Verbal Feedback (VF) with development point e.g. VF full stops
Maths		
Arithmetic /Times table sessions	Maths lessons	
Self-marking On the spot live marking - Verbal Feedback (VF) with development point e.g. VF efficient methods	<u>Starters</u> – self-marking <u>Main lesson</u> - Use of mini-plenaries for self-assessment Verbal Feedback (VF) with development point e.g. VF inverse	
Wider Curriculum		
Hist/Geog/RE/French	Mark to the year group non-negotiables in English and the lesson objective Summative marking On the spot live marking - Verbal Feedback (VF) with development point e.g. VF letter formation	
Art/DT	Mark the plan and the evaluation through: Summative marking On the spot live marking - Verbal Feedback (VF) with development point e.g. VF what technique will you use?	
Science	Summative marking cross-referenced to PIL grids Mark to the year group non-negotiables in English/Maths and the lesson objective On the spot live marking - Verbal Feedback (VF) with development point e.g. VF Any other similarities/differences?	

NB: Over the week marking will be balanced across all groups of pupils to enable both the T & TA to have a clear overview of progress and learning.