

Kingskerswell C of E Primary School Marking and Feedback Policy

AIMS

It is important that the teaching team provides constructive feedback to pupils, both written and orally, focusing on success and improvement needs against learning intentions. 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.

We recognise that the teaching team consists of teachers, teaching assistants (TAs) and any other specialist teachers employed by the school and/or LEA.

Guiding Principles for Marking and Feedback

Marking and feedback should;

- Be manageable for the teachers and accessible to the pupils.
- Relate to the learning intention.
- Involve the teachers working with the pupils.
- Give recognition and praise for achievement and clear strategies for improvement.
Eg. What went well.../Even better if...
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- Inform future planning.
- Use consistent codes within Key Stages.
- All marking carried out in green pen

The methodology of marking children's work

The policy describes acceptable examples of methods of marking and feedback. Marking Codes and guidance for high quality presentation have been included in this policy as appendices.

Oral Feedback

It is important for all children to receive timely oral feedback from members of the teaching staff. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts, art and design technology

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 / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

Marking and feedback given by members of the teaching team other than teachers.

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

Quality Marking

When quality marking, teachers should focus first and foremost upon the learning intention and/or success criteria of the task. The emphasis should be on both successes against these and the improvement needs of the child.

When quality-marking teachers must:

1. Read the entire piece of work.
2. Highlight up to 3 examples of where the child has met the learning intention and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
3. Spelling, punctuation and grammar should be marked in every piece of work
4. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. (See Marking Code Appenix)
5. All the children should have a comment. When possible and appropriate, children should be given a comment which will extend their thinking.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Analytical Written annotations

photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or learning journals

Children's response to the comments – child's voice.

Evidence of parental voice/feedback

Self-Marking, evaluation and improvement time

Children must be given time at the start of a day and/or start of the afternoon, time to read and consider the written feedback the teacher has provided, and to carry out improvements.

Improvement Points must be used to clearly identify improvement points where given.

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 be encouraged, where appropriate, to respond to the written feedback, either verbally (they can write **VF** if this happens) or by writing a reply.

All children should be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point. Positive formative marking should include 3 successes highlighted in green and one point for improvement highlighted in purple.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. This can be done orally.

Presentation

Presentation quality statements must be stuck inside the front cover of all pupil workbooks. The presentation in books will be monitored against these as part of regular book scrutinies.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews. Pupil's workbooks will be monitored by the Senior Leadership Team and Subject leaders, with written and verbal feedback given to individual members of staff. Where appropriate, Subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

Mathematics

In Mathematics all pieces of work should be marked.

All of work should have a quality comment, and an improvement point/challenge/ 'next time....' example given.

Appendix 2 – Teaching and Learning Policy

Investigative and Practical work in Maths

Where a child has undertaken an investigative or practical task, there should be a quality comment and an improvement/challenge/'next time . . .' comment.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method.

English

All independent extended pieces of work must be marked against success criteria with improvement point and next step included.

Pupils should be given the opportunity to self-evaluate each objective using an age-appropriate method such as marking ladders, success criteria etc.

Peer evaluation can be given orally, focused on the success criteria.

Computing

Samples of work used for Computing feedback should be annotated with the Computing learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

Vocabulary

Where subject specific vocabulary is written, this should be correctly spelt.

Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Teaching Assistants and Supply Teachers

Where work has been TA assisted on a 1:1 basis, write TA.

Where work has been supervised and marked by a supply teacher, write ST