

Carlton Colville Primary School

Marking and Feedback Policy

"What we learn with pleasure we never forget"

The marking of work and giving comprehensive feedback on learning is an essential part of the assessment process. This policy reflects a review of current practice and is an agreed approach that should be read in conjunction with our school's 'Assessment' and 'Monitoring and Evaluation' Policies.

Aims

We mark children's work and offer feedback in order: -

- to show that we value the work produced by the children and encourage them to do the same
- to boost self-esteem and confidence through praise and encouragement
- to offer specific information on the extent to which they have met the learning objective, success criteria or their own individual target
- to share expectations and give an indication of the next steps in their learning
- to gauge their understanding and identify misconceptions
- to promote peer and self- assessment
- to inform planning and to set new targets
- to provide a basis for both summative assessment and assessment for learning.

GUIDANCE FOR MARKING AND FEEDBACK BY TEACHERS

1. Response and review

Written marking is one way children can be given feedback and varies according to the age and understanding of the pupils.

Response and review marking is undertaken away from the child and **should only be used if the child has time to reflect, respond and act on the suggestions.**

Comments on children's work should:

- relate to planned learning objectives, success criteria or targets
- be legible and clear in meaning, using language that is easily read and understood by the child
- recognise children's achievement
- indicate next steps in the child's learning
- be well presented and neatly written, modelling the handwriting style taught to the children [see 'Handwriting Policy'] and in contrasting colour to the child's work.
- Require some acknowledgement from the child eg. a written response, smiley face or initials.

2. Verbal Feedback

This is by far the most valuable and effective way of giving feedback about their work to children, **especially when given while they are actually engaged on the task ['Live Marking']**

Verbal feedback may be given individually or during guided sessions. It may also be given to the whole class as a 'learning stop' during, or at the end of the lesson.

It should include:-

- lots of praise and encouragement for the child
- a clear indication of what they have achieved so far in working towards the learning objectives, success criteria and/or their targets
- their next short and manageable steps forward towards achieving the learning objectives
- encouragement to self-evaluate and take ownership of their work
- a star at the point of intervention during a task with a few key words to represent the feedback that has been given. [see 'marking codes']

3. Peer and self-assessment

We believe that children need to be empowered to take ownership of their own learning, develop a 'Growth Mindset' and learn to see and understand themselves as 'learners'. However, it is important to remember that children need to be trained in how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to the learning.

In line with AFL strategies, children should assess their own progress against success criteria within most lessons.

Co-operative peer marking is most effective when children share their work rather than swapping books, with both children making improvements there and then. This empowers them to take control of their learning.

Making invisible feedback visible

Feedback at its best is immediate, with lots of oral interaction between Teacher, Teaching Assistants and child, and co-operative peer marking during an activity. This is highly effective in moving learning on and should lead to a continual quest for improvement. However, these valuable forms of marking and feedback can be invisible.

Key word marking, codes, coloured pens, children's initials and so on help to make the 'invisible' feedback processes visible to the reader.

In short, remember that:-

- All work should be dated
- Work filed in topic folders should be in date order
- Guidance and codes [see appendix] should be kept visible in classrooms and shared with support staff]
- marking is most effective in the presence of the child;
- effort should be acknowledged alongside achievement;
- visualiser stops and mini-plenaries should be used to model and share good examples ['Learning Stops'];
- LSAs working with groups can mark their work;
- time should be allocated for conferencing with pupils;
- not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on and incorporated into the planning and correct spellings recorded in 'Magpie' books to be learnt later.
- Written feedback should be acknowledged and responded to by the child
- Leave left hand page blank for extended writing tasks so there is room to make improvements and respond to suggestions.
- Self and peer marking and editing should be completed **neatly** in a different colour from the original text ['Polishing Pen' -colour to be agreed in the year group] and children reminded to be respectful and careful when writing in other pupils' books.
- Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful.

Monitoring and Review

This policy will be monitored regularly to take account of improvements in our practice and reviewed as necessary.

Reviewed December 2016

Next review December 2018

Marking Codes/Guidance

I -independent work

S -supported by an adult

G -guided work

V - verbal feedback

SA /PA -self assessed /peer assessed

PS - peer support

* sign that feedback has been given at this point and key word or phrase used to indicate what needs to improve [in green]

Pink/red pen [perfect pink] to be used to highlight best bits and give praise and encouragement.

Green pen [green to grow] to be used to show where improvements/ corrections are to be made and next steps.

Self and peer improvements to be completed with a 'polishing pen' - colour agreed in Year groups and should be done neatly and carefully. **Peer marking should show respect for the other child's book.**

All work must be dated and neatly presented.