

Worsthorne Primary School



MARKING AND FEEDBACK POLICY

The feedback and marking policy is a working document which generates and informs good practice within our school. Throughout the school practice is consistent and is also a means of promoting learning.

At Worsthorne Primary we believe that feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

Policy Principles

Marking and feedback should:

- Relate to learning objectives and success criteria, which must be shared with children.
- Include and involve all adults working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for effort and achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every child can improve.
- Be seen by children as a positive means to improving their learning.

Policy Aims

We recognise that marking and feedback are crucial to the assessment process and if 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:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- Ensure children are praised when they focus their comments on the learning objective for the task.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to check how much progress has been made.

- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given.

Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Worsthorne 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 marking:** This is a snapshot judgment on the standard of a piece of work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.
- **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.
- **Oral Feedback :** Oral 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. Oral feedback can be feedback from the teacher, to the teacher, and from and to peers. Oral feedback needs to be focused around the learning intention. Feedback can be given at an individual, group or whole class level.
- **Distance Marking:** 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 read, understand and respond to comments.
- **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.
- **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. Quality marking will take place once per week in writing and once per week in Mathematics. Marking in other subjects will be once during each topic.

Strategies for quality marking

1. Highlight in pink: between one and three places where the child has written the best aspects against the learning objective and success criteria.
2. Highlight in green: to indicate areas where some improvement can be made, again linked to the learning objective or success criteria.
3. A green star: will show a 'closing the gap' comment which will help the child to close the gap between what they have achieved and what they could have achieved. Such closing the gap comments fall into three categories:

A reminder prompt: This simply reminds the child of what could be improved: 'What else could you say here?'

A scaffolded prompt: This prompt provides some support: 'What was the dog's tail doing?', 'describe the expression on the dog's face'

An example prompt: 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.'

- **Marking secretarial features:** Avoid marking secretarial elements, presentation etc unless this is the learning objective. Discussion as to these elements can take place on one to one feedback sessions.
- **Closed task marking:** This is associated with tasks such as class spellings and tables tests which require a tick, cross, arrow etc. Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.
- **Self / Paired marking:** Children should be involved in the analysis and constructive criticism of their own work where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, modification and improvement become a natural part of the process of learning. For example, we use mini plenaries, marking ladders, target cards, 'pink pencil' marking.

Organisation and Practice

At Worsthorne Primary we have agreed to:

- Ensure that children are always provided with success criteria, which which are generated together with the children and related to the learning intention.
- 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 make forms, depending on the nature of the task and the time available.
- Complete distance marking which is accessible to children and manageable for teachers.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements 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 Worsthorne Primary will:

- Use a pink and coloured pen to the children.
- Use pink (success) and green (improvement) highlighter pens to identify successes and areas for improvement.
- Ensure that Literacy and mathematics are marked on a daily basis.
- Ensure that Science is marked on a weekly basis.
- Ensure that feedback in foundation subjects is given regularly.
- Ensure that oral feedback is an integral part of daily teaching.
- Ensure that children have ample opportunities to respond to feedback.
- Opportunities for peer and self-assessment are developed.

Monitoring

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An oversight of marking will be gained through work scrutiny and book sampling by headteacher and subject leaders. Outcomes of marking should be evident in lesson planning evaluation and in planning next steps.