

All Saints CE (VC) First School

Policy on Marking and Feedback

Date: September 2016

Review: September 2018

Purpose

This policy acts as a guide to marking to ensure a commonality of expectation and consistency of approach throughout school.

Rationale

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking is a pointless exercise if it has no impact. Marking should praise, but also give guidance, consolidation and challenge. It may help to think of next steps marking as INTERVENTION MARKING. The teacher steps in to support, consolidate, accelerate or challenge.

In this way, children are not doing ten questions which are obviously too easy for them, nor are they struggling with problems they can't access. For future lessons, marking can inform both teacher and pupil about attainment, therefore shaping the next lesson and activities provided.

Aims

- To acknowledge effort and attainment.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand where they are in their learning, where they are going and know how to fill the gaps.
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement.
- To assess children's learning against stated learning objectives.
- To involve children in their learning by providing regular opportunities for self and peer assessment within lessons.
- To provide time for children to respond to oral and written feedback and to discuss the improvements made.
- To involve children in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment.

General guidance

- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible.
- Comments, whether verbal or written, should relate to the learning objective/success criteria of the task.
- Task expectations must be made clear to the child before commencing.
- Comments should be positive and give suggestions on ways the child can improve.
- All spelling, punctuation and grammar errors are not marked in every piece of work but will be noted as a future teaching point. On occasions these errors may be underlined by either the teacher/teaching assistant or child and the correction written in the margin.
- Marking, whether verbal or written, should be given regularly and as soon after the completion of a piece of work as is possible.
- Marking should be done in any colour except red or black.
- Talk Partners should be used as response partners to allow children to comment on one another's work. Guidelines should be given to children before commencing.
- Quality marking is given to approximately one group (6 pupils) per day (*see guidance on quality marking*).
- The following agreed symbols will be used consistently across the school when marking:

TS - supported by teacher

TA - supported by teaching assistant




PW - paired work

VF - verbal feedback given

Self/Peer assessment




- Children need to evaluate their own and others' work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to allow children to indicate how they felt about their work. In our EYFS setting this code is a simple two colour code 'Tickled Pink' and 'Green for Growth'. As children enter Year 1 a code allowing for finer turning is introduced. This code should be used by children to complete the Learning Objective label at the end of each English and maths lesson and any other lessons where the Learning Objective label has been appropriate.

➤ Tick/Dot Coding

-  I understood the learning objective
-  I need more practice
-  I don't understand the learning objective

- Teachers/teaching assistants will acknowledge children's self/peer assessment by placing their own code in the adjoining box on the Learning Objective label.
- Where a teacher is confident that the Learning Objective has been met (i.e. doubled ticked each item in the success criteria list) they will use the space at the bottom of the learning objective label to write the child's next steps.
- Example Learning objective label in KS1 and KS2:

18/04/16: To study different styles of poetry - Nonsense

Ind	TS	TA	PW	  	Mrs Bradley
I can find out about the poet E. Lear					
I can write statements					
I can write questions					



Quality marking

- Quality marking, whether verbal or written, should be used when a child has completed a substantial piece of work, for example an extended piece of writing at the end of a unit.
- Marking should focus on both the successes against the learning objective and quality needs.
- Children must be given time to respond to the quality marking as soon as possible after it is given.
- When quality marking teachers/teaching assistants will:
 - Read the entire piece of work
 - Complete the tick/dot code system against each of the identified success criteria
 - Identify two stars and a wish for the piece of work

- Useful closing the gap comments when quality marking are:

(a) Reminder Prompts

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

- Say more about James's character
- Explain this for me.

(b) Scaffold Prompts

These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements. This is supportive and enhances the original writing.

- What type of boy is James - good, bad, shy, excitable, kind? Or do you have your own idea?
- Describe what James would do if he heard unkind words about a friend.
- Finish this: James liked to play jokes on his friends. For instance, he ...

(c) Example Prompts

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use, a choice of possible improvements.

Read and Respond Time

Throughout KS1 and KS2 children are engaged in Read and Respond (R&R) time for the first 20minutes each day. This time is used as an opportunity for children to 'read' and 'respond' to the marking of their work from the previous day where distance marking has taken place. A R&R session offers pupils a designated time to reflect on their previous work and through the use of appropriate challenges set by the teacher either consolidate work or move on in their learning using clearly identified next steps.

It is expected that where R&R challenges have been given by the teacher there is a written response from the child acknowledging the marking.

It is not expected that all, or even most, children will have a R&R challenge each day. In reality this may only be appropriate 2 or 3 times a week in either English or Maths.

Monitoring arrangements

All members of staff are expected to be familiar with the policy and to apply it consistently. Marking will be a focus of the SLT's monitoring over the course of the year.