



FEEDBACK AND MARKING POLICY

Philosophy

In order for achievement to take place, the child must first know the purpose of the task, then how far this was achieved, and finally be given help in how to move closer towards the desired goal.

Research clearly shows that consistent and effective marking has a SIGNIFICANT impact on raising achievement and enabling progress.

Oral feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions (and steps to success). Written reflections can pull down the quality of articulation of the learning within lessons. The quality of the thinking can be higher if it is oral feedback and discussion" (Shirley Clarke, 2003)

As a staff team we value the opportunities that oral feedback allows recognising that it can help empower a child to realise his or her own learning needs; have control of future targets; inform assessment for learning and celebrate success in being a successful learner. In conclusion oral feedback can be one of the most significant factors in raising positive self esteem.

Principles

At Benedict Primary School we recognise that the key principles in effective marking and feedback to promote high standards are:

- Valuing individuality
- Setting clear next steps development targets to move a child forward in their learning enabling both self and peer assessment.
- Ensuring feedback links to a clear learning objectives, steps to success and/or learning target
- Ensuring good quality feedback that has a positive impact on children's attitudes

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- to learning, intrinsic motivation and positive self esteem
- Ensuring feedback is 'child-friendly' and clear to pupils and their parents
- Supports both formative and summative assessment.
- Providing opportunities for pupils to reflect on their work.

The aims and purposes for marking and feedback

- To recognise, encourage and reward children's effort and achievement and celebrate success
- To encourage positive attitudes to learning
- To be an integral part of everyday assessment for learning
- To highlight strengths and areas for development in a child's work through clear and appropriate feedback
- To improve a child's confidence in reviewing their own learning and setting 'next step' targets
- To be consistent across the school, to ensure children's confidence is built up over time.
- To help pupils gain an awareness of the standards they need to be aiming for
- To identify next step learning targets for individuals, groups and the class as a whole
- To identify pupils who need additional support and/or extension work
- To provide evidence for assessment purposes
- To aid curriculum planning and feed into active assessment for learning and differentiation.
- To involve parents more directly in reviewing their child's progress and to support the reporting process.
- To ensure an effective dialogue and communication process between staff and children in supporting and challenging learning

Strategies

- Feedback/ Marking are carried out to involve children in the evaluation of their own work and identify next steps.
- Teachers and support staff will annotate work the using "Perfect Purple for strengths" and "Growing Green for development areas" strategy.
ie. At least 1 positive comment of praise, which is linked to diagnostic marking, where children have been successful and the next step to improve further..... even better if... In Foundation Years and Year 1 feedback will be oral until it is appropriate to progress to written marking.
- Oral feedback is the most effective, whether individually or in a group or in the plenary session. This needs to be built into the lesson/activity and needs time for children to respond. This may be as an interactive questioning session/plenary.

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- Oral feedback will be positive and encouraging thus enabling the child to develop confidence and self-esteem, whilst highlighting strengths and challenging learning and thinking further.
- The teacher will comment on how well the child has achieved the specific intention and may suggest a next step in learning that can be worked on.
- Marking and feedback are seen by pupils as an integral part of their work and a positive approach to improving their learning. Children will be given time to respond to comments as part of the daily sessions.
- Teachers will ensure that written marking is reflective, links to learning intentions/targets and has clearly suggested next steps.
- Teachers will ensure there is time for all children to reflect on their teacher's comments, particularly where marking has not taken place with the child present.
- Some work will be marked to denote the level of support the child has received. At times the adult will initial the work to note that they have reviewed the child's work.
- 1 groups' work will be marked in more depth each day or a longer writing task will be marked in depth each week, the other pupil's work will be marked using the agreed codes. Traffic lights will be used where appropriate.
- All adults responsible for a group or individual pupil in that lesson will mark the work and complete the AfL section of the planning sheet.
- Marking is done in green and purple, TA will mark work and write on AfL section of planning sheets and sign comments. Work will indicate if/ how work is supported.
- WRITTEN FEEDBACK and MARKING will be undertaken in a contrasting ink colour to the child's work.

Where **written feedback (marking)** is carried out it should be:

- legible and clear in meaning.
- detailed and reflective against learning objectives, steps to success and linked to highlighting successes in learning through using "Perfect Purple for strengths" and "Growing Green for development areas"
- Developmental ie children will find out how they are getting on and what the next step learning is to be
- A comment against learning objectives, intentions and/or targets or a question developing thinking and learning
- Positive reinforcement is commonly used: stickers, smiley faces, house points, star of the week, sharing work with peers and other teachers, showing work to the Head of School, Executive Principal.
- Pupils will have the opportunity to demonstrate success to others in all areas of the curriculum and identify areas for improvement.
- Teachers will use marking to inform future planning by highlighting achievements or difficulties through assessment for learning on short-term planning, 'I can'

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statements appropriate to ability and year group should be in the front of children's books and on marked pieces of work.

Self Assessment

- Self assessment allows pupils to become aware of themselves as learners and take responsibility for their learning.
- Teachers will use a variety of feedback approaches that will involve the child in oral marking and peer marking such as the traffic lights system and thumbs up, thumbs down system.
- Pupils are given time either at the beginning of a lesson (Y2-6) to read and consider the written feedback that the teacher has provided. (oral feedback in FS - Y1)
- Pupils need to be clear about what they need to do in their next piece of work to take their next steps in learning.
- Pupils respond to written feedback through written comments and/ or signature.
- Peer assessment enables pupils to work together to assess work against success criteria and develop their awareness of themselves as learners. It is a valuable opportunity to support positive learning models.

Marking and Feedback in the Foundation Years and Year 1

In the Foundation Years and Year 1, marking and feedback strategies include :

- a Star and a wish (their next step in learning)
- Verbal praise
- Stickers/ stamps
- Written and electronic observations for the Learning journeys and 2Build a Profile.
- Timed narrative observations giving next steps which are available in learning journeys to ensure parents are fully engaged in their child's learning and progress. (2 Build a Profile)
- Annotations on pieces of work and photographs through 2 Build a Profile.
- Oral dialogue with children during adult directed tasks and in child initiated play with the purpose of developing skills to enable children to make progress and talk about what they need to learn next.

Learning journeys in the Foundation years and Year 1 will provide a comprehensive picture of each child's progress and the next steps in their learning so that parents and practitioners can begin to enable pupils to become aware of themselves as learners and take responsibility for their learning.

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In mathematics and English every child will have had at least one piece of work diagnostically marked to which they have responded each week.

Specific targets will be chosen for the child to have in their English and maths books and home school planners. These targets will be shared with parents each term.(NB Early Years targets will be linked to the EYFS outcomes and Early Learning goals).

English

Writing

- Learning outcomes and success criteria will be the focus for feedback.
- Spelling of high frequency words and words related to the topic or piece of work will be corrected and practised according to age related expectations.
- Level appropriate punctuation will be targeted and corrected.
- Noun/ verb agreement will be modelled and corrected.
- Pupils will read through their writing identifying correct use of success criteria and self correcting according to the ability of the child.
- Pupils will be expected to use their best handwriting.

Home School Planners

- Teachers/TAs write a meaningful comment in the school section of these when they listen to a pupil read and discuss the books.
- Parents are expected to hear children read daily and write a comment daily, or sign, in the home section. Pupils in Year 3-6 will complete age appropriate reading at playtime if reading is not done at home.
- Teachers will keep a class reading record to ensure that target children read daily in school.

Maths

- Teachers use a dot or box or to allow pupils to make a correction.
- Incorrect methods and/or answers may be marked incorrect with a cross if appropriate.
- Number reversals are always corrected and modelled where appropriate from FYrs to Y6.
- There is a home/school planner in KS1 and 2 where parents and teachers are able to enter into a dialogue if necessary.
- Maths home learning is given with the intention that pupils complete this independently at home. Parents should indicate if their child had particular difficulty with a piece of home learning. Home learning is marked with children.

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- Learning number bonds and tables is ongoing.
- Traffic lights are used to assess children's understanding and learning.

Topic/ Cross curricular work

- All written work is to be dated, name the topic and include the Learning Objectives.
- All written work is to be in accordance with the expectations for English writing.
- It is not necessarily appropriate to correct spelling - pupils should be encouraged to reflect and celebrate in their written work.
- Comments can be made if class teacher thinks a response is needed.
- All work in Foundations subjects to be marked using learning objectives, steps to success and linked to highlighting successes in learning through using "Perfect Purple for strengths" and "Growing Green for development areas"
- If it is a piece of writing it needs to be presented and be subject to the same expectations as all English written work.

Dating Work

- All work is dated. Children in Y2 and beyond are to be encouraged to date their own work.

Celebrating Achievement

- As a school we value the power of feedback and marking in celebrating achievement and developing an ethos where all children are encouraged to have high expectations of themselves and others.
- Pupil's work that shows the child doing his/her best is celebrated within class through either stickers and/or praise.
- When the C.T. or TA think it is appropriate children can be sent to the Head of School, Executive Principal to show their work.
- Children who have shown particular effort and shown the HABITS OF MIND will be given a special mention and star in the Celebration Assemblies.

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In conclusion:

Teachers will ensure that written marking is reflective, links to learning intentions/targets and has clearly suggested next steps. The principles underlining these comments are the same as itemised above, namely:

They should relate directly to the learning objective/steps to success of the work;

They should form the basis of a discussion with the child;

They should be written in language and writing that the child can read (clear handwriting or type face) and understand (in plain English);

They should be clear in meaning;

They should recognise children's achievements and they should indicate the next steps in learning.

It is very important that children are given time to reflect on the comments on their work

Our Feedback and Marking Policy links closely to our Assessment, Teaching and Learning and Home Learning Policies. The policy is in line with the National Curriculum in England, 2014.

Rachel Jacob / Chris Smith Sept 2015

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Guidance

- Perfect Purple for strengths" and "Growing Green for development areas.
- Abbreviations

	Feedback given in discussion with the child
Ind	Independent
LO	Learning Objective
Ie b,b+,w,w+,s,s+	is the NC stage achieved
w/s	supported
FG	focus group
TA	Teaching assistant
CT	Class teacher
SC	self corrected
w/diff	with difficulty
1-1	supported on a 1-1 basis
app.	Apparatus used

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MARKING SYMBOLS

WOW	Great composition
	Look here to spot missing punctuation
?	I don't understand what you mean
sp	Indicates an incorrect spelling
~~	A squiggly line invites you to look again
X	This is wrong
	This is correct
	Something good
@	Correction
SC	Self-corrected
O	Word/number circled shows where a mistake has been made
	House point Juniors / Excellent Infants
	How well the learning intention has been achieved
	RED - I found this work difficult, I don't understand.
	ORANGE - I had a little difficulty, I needed some help.
	GREEN - I could do this independently. (Without help)

Marking Guide for Parents

Why do teachers give feedback and mark ?

- To ensure the children are aware that they have succeeded.
- To teach children to become aware of themselves as learners and take responsibility for their learning.
- To help children know how to improve and make progress.
- To help us direct future teaching and learning.
- To encourage constructive discussion and self evaluation so that children can talk about their learning.
- To raise achievement.

How do we mark ?

- " Purple for strengths" and "Growing Green for next steps ". This is at least 1 great thing about their work and 1 way to make it even better, their next step.
- Verbal comments are particularly valued by children because they are personal to them.
- Celebrating success with stickers, smiley faces, house points, Star of the Week and celebration assembly.

You will notice that not every mistake is corrected. This is because we concentrate on specific areas of learning at any one time.

How can you help your child ?

- Share an interest in your child's work.
- Help them focus on the task set.
- Encourage them to talk about their strengths and next steps and use them as a guide for improvement.

We believe that the most important aspect of feedback and marking is enabling the children to identify where they have succeeded and what they need to do to improve further.

Marking - A Guide for Children

Why do teachers mark ?

- So you and your teachers know how well you have done.
- So you know what you need to do next to get better.
- To let you know that you have achieved your targets.
- So your teachers know how to help you.

How do teachers mark ?

- They talk to you about your work and encourage you to talk to your friends.
- They give you 1 star (at least 1 great thing) and your next step (how to make your work even better).
- They give house points, stars, stickers, smiley faces.
- Ask questions.
- Use symbols to show you where to improve your work.
- Not all your mistakes will be marked. Teachers will use the steps to success so you can work on these targets.

How can you help yourself

- Take responsibility for your learning.
- Check the success criteria in your work.
- Take care with your work.
- Check through when you have finished.
- Make sure you understand what you are expected to do.
- Celebrate your stars and make sure you know what to do next to get even better.

Appendix 1

Effective Marking and Feedback

Outstanding	<ul style="list-style-type: none">• Strategies exist that acknowledge and celebrate the achievement of pupil targets.• Children are involved in setting targets for improvement• There is a consistently good level of pupil response to personalised comments from teachers.• There is a subsequent response from the child in the next piece of learning.• There is a follow up response from the teacher in the next piece(s) of learning.• Comments from the teacher are particularly focused and diagnostic revealing very good subject knowledge.• Comments from the teacher reveal an active understanding of the child through personalised learning goals as well as subject led learning goals.• Children actively demonstrate understanding of targets.
Good	<ul style="list-style-type: none">• All children are set relevant, accurate targets on a regular basis both through marking in books and through evidence of target charts/cards.• Self -Assessment is a regular activity and is evident in children's books-children know what they are good at and what they need to do to improve.• Children re-visit and respond to marking and feedback from teachers through written comments and through actively engaging in post task questions.• Children respond to personalised comments from their teachers on a consistent basis.• Children fully understand the impact of the use of different colour pens for marking -what symbolises success and what symbolises growth.• All children feel empowered to fulfil the next steps in their learning and this is reflected in their books.