

Marking and Feedback for Learning Policy

Rationale:

"Marking has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement."

(Clark S. Targeting and Assessment in the Primary School)

It is important that people involved in marking and feedback have shared principles and that marking and feedback is consistent.

At East Herrington Primary School quality marking is carried out at least once in every literacy unit of work, or in other subjects where appropriate.

The amended version of this policy was approved by the Governing Body June 2008.

Principles

Shared Principles:

- It provides opportunity for prompt and regular written or spoken dialogue with the pupil;
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success;
- Teachers recognise and comment on positive aspects of work in relation to success criteria;
- Teachers provide constructive suggestions about ways in which the pupil might improve his/her work;
- Teachers agree the next step with the pupil;
- Teachers follow up the agreed targets with the pupil to see how far they have achieved them.

Teacher-Centred Principles:

- Teachers are selective in the aspects they choose to comment on;
- Teachers comment on specific, positive aspects of the assignment;
- Teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding;
- Teachers use the information gained together with other information to adjust future teaching plans.

Pupil - Centred Principles:

- Pupils are encouraged to review their own work against success criteria before handing it in or discussing it with the teacher;
- Pupils are encouraged to evaluate others work through peer assessment looking at areas of success and an area for improvement;
- Pupils are praised when they focus their comments/ or improvement on the learning objectives/ success criteria for the task;
- Pupils are given time to act on the feedback they are given;
- Staff share the marking policy with pupils to ensure that they understand the marking system that is in place within the school;
- Children should use the strengths and areas of development identified through marking and feedback to identify how to move their learning forward.

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School – Centred Principles:

- Everyone's practice is consistent and in line with the overall policy.
- The Marking Policy is reviewed at intervals to ensure that it is understood by all new members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

Equal Opportunities and Inclusion

This policy aims to ensure that all children irrespective of ethnicity, attainment, gender, special educational needs or background can access appropriate marking and feedback to ensure progress is made and learning takes place.

Guidelines for Marking and Feedback for Learning

- Positive praise and encouragement should lead wherever possible.
- The children should write in either pencil, blue or black pen. The work should be marked by the teacher in an alternative colour.
- When highlighting, green should be used for positive aspects of the children's work and pink or orange for areas for development. It is suggested that there should be three positive aspects and one area for development.
- When marking a piece of work it is important to concentrate on specific issues and correct accordingly. It should **focus on success criteria linked to learning objectives** not merely by correcting spelling, grammar, punctuation and the style of writing. Teacher expectations should be matched to different groups of children.
- On some occasions work will be marked only to the Learning Objectives/ Success Criteria and children will be made aware of this.
- Success criteria should be shared during the lesson. Children should be aware of the criteria for marking when a piece of work is given. Children should be given opportunities to identify success criteria by highlighting their own work. Staff could also highlight children's work when objectives have been achieved.
- Children can be helped to understand the process if they, at times, mark their own or other children's work and redraft as a result.
- Children need to be able to read and understand marking comments.
- For assessment to be effective children must be given time to read and respond to feedback or marking comments to develop their work.
- Staff should use whole class feedback on common errors and areas for improvement.
- Some work, that is not marked in depth, will be ticked and/ or initialled by the teacher.
- The context of the activity should be added to KS1 work – Guided Writing or Independent Writing must be noted.
- In KS1 and 2 work produced after additional adult support should be noted on the piece of work eg. *S* – supported, *GW* – guided writing

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The following is a guide to the progression of effective marking and feedback in writing from Foundation Stage to Year 6.

Foundation Stage (Working within Early Learning Goals/P levels)

- Verbal Feedback - this must be given high priority throughout Foundation Stage and Key Stage 1
- Through shared writing- talk through success criteria (Finger spaces, Capital Letters and Full Stops) , complete the piece of writing and then question pupils and add in a finger space, Full Stop or Capital Letter. This can also be carried out with individual children's work when appropriate.
- Having success criteria shared and available for children to follow (picture or text based)
- Next step, (probably Summer Term), teacher to move on to begin to highlight, (one colour for success and one colour for improvement), with a few able children in a small group where appropriate. Improvements need to be acted upon.

Year 1 (Working in Level 1 / 2C)

- Verbal feedback continues to be very important.
- Having success criteria shared and available for children to follow.
- Look at examples of writing together and children to correct them.
- Use of whiteboards in pairs to look at success criteria, write something and check against success criteria.
- Consolidate teacher highlighting children's work with children responding to developments.

Year 2,/Year 1 Summer Term (Working within Level 2)

- Children to be encouraged to generate success criteria and then verbalise.
- List of success criteria could be in books and teacher to tick if achieved
- Children's work to be highlighted to show evidence of where success criteria has been achieved. (for example 3 strengths and 1 improvement). Children must respond to improvements.
- Verbal feedback is still important.

Year 3 (Working in level 2A / 3C)

- Generic success criteria - child led / teacher scribed
- Teacher led genre specific success criteria.
- Verbal instant feedback.
- Children begin to text mark(in pencil) - evidence linked to success criteria. Teacher led/modelled.
- More able - peer group marking, begin to quality mark (e.g. 1 strength, 1 improvement).
- Children to act on marking.
- Marking acknowledges success criteria
- Teacher feedback - verbal, written, highlight - where possible teacher highlighting with child prior to work completion.

Year 4 (Working in Level 3B/ 3A / 4C)

As Year 3 plus:

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- Generic success criteria, specific success criteria - child / teacher scribe
- Self and peer verbal and written feedback against success criteria
- Most children able to quality mark specific criteria and identify a personal target.

Year 5 (working ion Level 4C/4B)

As Year 4 plus:

- Generic and specific success criteria generated by pupils
- Beginning to quality mark in pairs their own and each others work, agreeing and making identified improvements.

Year 6 (working in Level 4 /5)

- Children generate their own success criteria - leading to independently self marking.

Training Children to Think Self Evaluatively

A good set of questions could include the following:

- What did you do well?
- What do you need to do better?
- What did you find difficult/where did you get stuck? What helped you get out of the difficulty (was it something a friend said or did, something the teacher did? Something to do with equipment, something you did yourself?)
- Where do you need more help?
- What pleased you most?
- Have your learnt anything new? Or What have you learnt today that is new?
- How would you change this activity for another group/class?
- Do you have any questions?