

Tonwell St Mary's CE Primary School

Marking and Feedback Policy

Date ratified: November 2016
Review date: November 2018

Philosophy

At Tonwell St Mary's we believe marking and feedback are fundamental elements of the assessment of children's work, helping children become reflective learners and closing the gap between current and desired performance. We want all children to make good and better progress and develop positive attitudes to their learning.

Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

'Outstanding' criteria - Ofsted (2016 School Inspection Handbook)

Principles

Marking and feedback should:

- Be manageable for teachers.
- Relate to the learning objective and success criteria, which will have been shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Inform future planning and individual target setting.
- Be accessible to all children.
- Use consistent codes throughout the school.
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark wherever possible.
- Motivate learners.
- Support the principle that it is ok to make mistakes and that we learn from mistakes that we make.

Verbal feedback

At Tonwell we recognise the importance of children receiving regular verbal feedback. The majority of feedback given in school is verbal. Adults will talk to children about how they have met the learning objective and success criteria and question the child about a specific part of the work. This can correct children's understanding extend their learning. Children of all ages need verbal feedback but this is particularly important in the Early Years and KS1 where children may be unable to read a written comment.

Summative feedback / marking

This usually consists of ticks if correct and dots if it is wrong. These are often associated with closed tasks or exercises (e.g. calculations or spelling tests) where the answer is either right or wrong. Wherever possible, children should self-mark or the work should be marked as an individual, group or class.

Written feedback

Written feedback is related to the learning objective and success criteria. Pupils need time to read, understand and respond to the comments. Staff use a blue pen or biro to give written feedback. Written feedback marking should include the following codes (See Appendix 1):

😊 - where the child has met or exceeded the learning objective

😞 - if the child has not achieved the learning objective and needs more help

The emphasis in marking should be on both the successes made against the learning objective and also the improvement needed against the learning objective. Strategies for focused and detailed marking include:

- Highlight in pink: areas where a child has correctly applied skills related to the learning intention and success criteria.
- Highlight in green: areas where a child can make improvements related to the learning intention and success criteria.
- A closing the gap comment that will help a child move from what they have achieved to what they could have achieved.

Useful 'Closing the gap' comments fall into four main categories:

1. A reminder prompt: This reminds children of what could be improved e.g. 'What else could you say here?'
2. A scaffold prompt: This provides some support e.g. 'What was the dog's tail doing?', 'describe the expression on the dogs face.'
3. An example prompt: This prompt models how a skill should be applied accurately e.g. look at your use of inverted commas again and make sure your speech is inside inverted commas like this "no!" said mum "it's far too late to play on the park."
4. Extension Prompt: This gives further challenge.

'Gold Standard' sheets set out age related expectations for writing. Teachers use these sheets with children at the end of each unit in writing to self or peer and teacher assess the work.

Secretarial features

Correct spelling, punctuation, etc., should not be asked for in every piece of writing, because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to check for things they know are wrong in their work when they read it through. They should not be told to correct all spellings.

All spelling and punctuation errors do not have to be corrected when the work is marked. High Frequency Words and topic related words (e.g. friction, invaders), which the children are exposed to regularly should be corrected by both the teacher and child. This will obviously depend on the age of the child, their ability and the topics being studied.

Shared marking

The class teacher may use a piece of work from a child (with their permission) to mark as a class. This strategy will be used to model the marking process and teach particular points at the same time.

Peered marking and self-evaluation

Children should be involved with self assessment: marking their own work and peer marking as much as possible, whether by proof reading their own work, checking it with a partner or reacting regularly to structured comments made on their work by their teacher. Children need to be shown how to assess their own and each other's work in relation to success criteria. They also need to have training and modelling in giving effective feedback. Ground rules should be decided as a class and adhered to.

Where self-assessment and peer marking are not written or annotated, children should be encouraged to find 2 positive aspects of their/another's work and 1 area for improvement. They should write these with their green polishing pens.

PPA/Supply Teachers/Teaching Assistants/Student Teachers

- PPA/Supply teachers are expected to mark in line with the school policy. The marking code is displayed in every classroom. If required, they should seek clarification.
- PPA/Supply teachers are expected to mark, where possible, on the premises, with accompanying assessment feedback notes made on the teaching plans. These will inform the class teacher of how the children progressed against the learning objective and also any necessary adjustments which should be made to the plans for the following lesson.





Time for children to improve their work

Much of the assessment for learning approach requires time to be allocated to allow children to consider successes and improvements as well as responding to improvement prompts. Without time being built in, the whole process is less effective and children return to completing tasks without considering how they can improve.

Organisation

- Children should respond to improvement prompts in green (green polishing pen biros/green pencils) so that it is clear to the child, when they look back at their work that they have examples of improved/good work to use again.
- A pink dot to indicate a positive comment linked to the LO
- A green dot to indicate a next step comment linked to the LO
- If a comment has been made verbally, the adult should indicate this with a 'VF' on the work.
- If work has been supported by teacher indicate with a 'T', and if work has been supported by a Teaching Assistant indicate with 'TA'.
- Spelling errors that need correcting should be underlined.

Tonwell St Mary's Marking Code

T/TA	With adult help
VF	Verbal feedback given
O	Missing punctuation
<u>underline</u>	Spelling error
//	New paragraph
^	Missing word or letter
	Learning objective and success criteria met
	Learning objective and success criteria not met yet
	What you have done well
	Next step for success
Blue biro or blue pencil	Self/Peer marking or improvements

