

Martley CE Primary School



Marking and Feedback Policy



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Principles

Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning;
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning;
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved:

Leadership Team: monitoring, evaluation and inset;

Leading Teachers: modelling good practice;

Class Teachers: giving a range of feedback in a variety of forms;

Pupils: self-assessment and marking, peer assessment and marking and improving their own work

Learning Support Staff/Teaching Assistants: marking in line with the success criteria, commenting on assistance given;

Supply Teachers and Trainee Teachers are required to follow the policy.

Guidance for marking by teachers:

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next;
- the child has an opportunity to read / respond to the marking;
- it is informing the teacher of learning needs which can be incorporated into future planning.

Remember that:

- marking is most effective in the presence of the child;
- children should be given time to read/reflect on/respond to marking;
- effort should be acknowledged alongside achievement. (This can be done in a variety of ways including 'Dojo' learning behaviour points and 'rainbow stickers').



Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- marking should be related directly to the learning objective / success criteria;
- in year groups teachers to agree useful symbols to be understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom;
- the use of **green** highlighter to promote positive aspects and **pink** highlighter to draw attention to errors or areas for development within a piece of work;
- positive comments and guidance to pupils to moving their learning forward;
- pose an open question specifically related to the L.I to think about next steps;
- a correct example given by teacher;
- a request to do some corrections, (in addition to a 'pink');
- verbal feedback to be acknowledged in books;
- use of effective oral feedback
- use of the visualiser and mini plenaries to model and share good examples;
- asking children to check their work again referring to success criteria (with time given to do so);
- drawing attention to how children have moved on;
- Teaching Assistants working with groups can mark their work, in consultation with the class teacher:
- time allocated for conferencing with pupils (in depth discussion with individuals/groups)

Notes:

Teachers' handwriting needs to be legible as a model for the child and in *black pen*.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning. *A guide is 3 a maximum within a piece of work.*

Guidance for Peer/Self Assessment:

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful.



Children need to be trained how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to learning. **Time must be planned into lessons for pupils to respond to feedback and make improvements.**

Some successful peer/self-assessment strategies include:

- 2 stars and a wish
- Traffic lights systems, based on 'Red, Amber, Green' (RAG system)
- Thumbs up / thumbs down
- use of yellow (positive) and orange (development) highlighters for pupils, to distinguish use of green (positive) and pink (development) by adults
- smiley, straight and sad faces
- or any strategy developed as appropriate to the activity.

Expectations

All pieces of work in books should be acknowledged in line with the approaches listed above: i.e. either through teacher marking, peer marking or self-assessment.

The agreed Marking/feedback codes and symbols for Martley CE Primary School should be used (see Appendix 1).

Detailed marking:

- For English and Maths, there should be a fair balance of teacher and child marking.
- Teachers should also be conscious of checking the quality of peer and self-assessments made by children.
- For English and Maths, there should be evidence of detailed teacher marking when a teacher has worked with a group or individuals.
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the success criteria. Children should be given opportunities to feedback their comments about other children's work in the topic books throughout the year
 - There should be evidence of detailed marking, self and peer assessment in all books/subject areas.
 - Cover/Supply teachers need to mark and initial all work with ST
 - Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage.



Alternative Ways of Sharing/Celebrating a Child's Success

- openings of lessons
- mini-plenaries eg **Why is this good?** (Refer to success criteria)
- plenaries and use of visualiser
- Key Stage Assemblies
- Achievement Awards
- Display

Moderation

It is expected that cross class moderation will occur regularly throughout the academic year. In addition there will be formal staff meetings where examples of feedback are discussed and compared for consistency, quality and effectiveness.

Monitoring:

Marking and feedback will be monitored by senior and middle leaders through taking in samples of books, discussions with pupils, staff and through lesson observations.

This policy will be reviewed throughout the academic year in relation to ongoing implementation of the School Improvement Plan and the Teaching and Learning Policy.

Summary

- The most powerful form of feedback is that given to the teacher by the child.
- Feedback relies on 'errors' being revealed and next steps being identified.
- Formative assessment should focus on 'closing the gap'.
- Mid lesson learning stops allow sharing of excellence and modelling of the improvement process.
- Co-operative peer marking is more effective than merely swapping books, with both children deciding 'best bits' and making improvements there and then.
- For closed maths and English skills, asking children to write their own version of success criteria reveals the extent to which they have real understanding.
- The more immediate the feedback provided, the better, in terms of possible impact on pupil progress.
- Codes, coloured highlighters, pens, children's initials and so on help to make the 'invisible' feedback processes more visible.