



MARKING AND FEEDBACK POLICY

Date
06.10.2017

Purpose

To provide feedback to children and, indirectly, their parents. To enable children to evaluate critically their own performance against clear criteria and the performance of others.

Reasons for marking;

- To enable children to improve their knowledge, understanding and skills.
- To recognise, encourage and reward children's effort and achievement, and celebrate success and motivate children in their learning.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the next steps in learning.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To help pupils develop an awareness of the standards they need to reach in order to achieve or exceed age related expectations.
- To identify pupils who need additional support, more challenging work and to identify the nature of the support needed.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To inform the planning of teaching and learning.

Aims

The continuous assessment of children's learning through marking and feedback is an essential element of effective teaching and learning. It is therefore important to establish a clear and practical approach to marking and feedback which recognises its value within the educational process.

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets), it is essential that;

- 1) They are made aware of the learning objectives of tasks/lessons and of the success criteria against which their work will be assessed.
- 2) The learning needs of individual children are understood and work matched and marked appropriately.
- 3) Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.

It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning.

Teaching and Learning

In order to achieve a whole school approach, marking methods must be agreed upon by all members of staff and should be:

- Consistent across Key Stages
- Developmental across the age-range
- Consistently applied by those working with children in school, including supply teachers and support staff.

Across the whole school;

Feedback may be oral or written and will;

- Refer to the learning objective of the task
- May form the basis of a discussion when reviewing targets set
- May be given on a group or individual basis
- May be formal or informal.

Oral feedback will usually be interactive and developmental. It can give reassurance and be used to move the child on to the next step. Where a piece of work has been discussed with a child a VF (verbal feedback) will indicate to others that the child has had verbal feedback. It is not necessary for comments provided verbally to also be written.

Written feedback is legible and clear in meaning. It informs children specifically how they are getting on and what they need to do next to move forward. It is essential where written feedback is used that children have time to read the comments and act upon them. This should be timetabled as part of supported group work or as a whole lesson if necessary.

Sensitivity should always be shown towards children's work and comments should be positive wherever possible. Using a child's name in a written comment personalises it. Try to avoid using but or however.

Sharing work with the whole class or with a focus group can be helpful and can compliment the learning criteria. Self/peer-marking and evaluation against shared identified success criteria can help a child realise his or her own learning needs and begin to see future targets. Children should be provided with opportunities for self/peer-marking. Where this has been used as an assessment tool, the child marking is required to write either 'self-assess'/'peer assess' and write their name.

In addition to marking children's work, as described within this policy, the following annotation should also be used;

- When children's work has been supported by an adult this should be annotated with an 'S'.
- If a child has worked independently, with no adult support, work should be annotated with the letter 'I'.
- This annotation should be explained to the children beforehand.

Where possible all work should be marked ready for the next time that subject is taught. Supply teachers should sign the marking and write 'supply' in brackets beneath the children's work. Other adults (such as student teachers) should also initial the marking. Both supply and student teachers should mark in black ink while teachers mark using a red pen.

In Foundation Stage:

- A positive verbal comment will be given that reinforces a current teaching objective.
- 'Tickled pink' will highlight a positive aspect of a piece of work in their books. A 'green for growth' comment will provide children with either corrections or a further task to challenge the pupil, enabling the pupil to further develop their knowledge, understanding and skill of the concept taught.

Children will self assess their work by using the traffic light system

In Key Stage 1 and 2:

Learning objectives

Learning objectives will have the learning objective, success criteria, a pupil box for self-assessment and a teacher box to say whether the LO has been achieved. In this box, it will also record 'I' for independent work, 'S' for supported work and 'VF' if verbal feedback has been given.

Learning Objective	Success Criteria	Pupil	Teacher
*to be able to complete balancing sums	I can explain what the = means. I can solve balancing sums involving the four		

	operations. -I can solve balancing sums involving decimals and fractions.		
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Each child will be given all of the success criteria on the same LO to show progression and avoid putting glass ceilings on children's learning. When marking a piece of work, the teacher will highlight the success criteria the child has completed.

In Maths, the list of statements in the success criteria should become more difficult as the list progresses and therefore it is possible for the teacher to highlight prior statements on the LO sheet without evidence being present in that piece of work.

In English, the teacher will only highlight the success criteria steps that have been achieved in that piece of work.

Learning Objective	Success Criteria	Pupil	Teacher
*to be write a set of instructions	-I can use imperative tense (bossy verbs). -I can use numbered steps. -I can use short sentences. -I can include an introduction to explain what is being made.		

If a child has not achieved the LO, the teacher will place a pink splodge on the success criteria they were working on as opposed to leaving it blank.

Learning Objective	Success Criteria	Pupil	Teacher
*to be able to use number bonds to solve problems	-I know my number bonds to 10. -I know my number bonds to 100. -I know my number bonds to 1000.		

Numeracy

All marking in Numeracy will use 'tickled pink' and 'green for growth'.

For one piece of work a week, the green needs to be set as a challenge to put the learning in a reasoning or problem solving context to consolidate knowledge, understanding and skills. The teacher will then work with the children throughout the work to ensure this feedback is completed. This can be done individually, in small groups or as part of whole class teaching.

For other pieces of work marked that week, the teacher will highlight pink for correct answers and green for incorrect answers. Children will still be expected to do their corrections. If there are no corrections, a green comment will not be provided.

When the green has been actioned, the green splodge will be ticked.

Literacy

In Literacy books, there will be a pink splodge and a general, positive comment referring to the learning objective. At the most, three letter reversals, spellings or punctuation errors will be highlighted in green and children are expected to action these. This can be done independently such as in the morning challenge time or at the start of a lesson. If there are no corrections, the teacher does not need to provide a green.

After pupil's have completed a golden write task, this will be quality marked using pink and green. The green comment should focus on extending or consolidating knowledge, understanding and skills related to the learning objective linked to the National Curriculum in order to make a considerable impact to the progress of the child and therefore should go beyond just correcting spelling.

After a completed golden write task, the green comment will be conferenced over the following fortnight by the teacher. This can be done individually or in small groups and children can be grouped either by ability or according to the area of improvement i.e. openers, paragraphing, complete sentences etc. Where possible, Pupil Premium children will be provided with the opportunity to complete their feedback first.

Children should also have the opportunity to up-level their writing, using a purple polishing pen.

Foundation Subjects

In the Foundation subjects, work is marked and a positive comment made which links directly to the learning objective. A small staircase with NS and an arrow pointing upwards, will be used to provide children with their next steps. These do not link to the learning objective but to the children's written language for example correcting punctuation or spelling mistakes. This is to ensure that our high expectations for writing are met by children in all areas of the curriculum. Children will be expected to act upon this feedback.

Assessment, Recording and Reporting

Self/peer assessment

All children, throughout the school, will, from year 1, use the smiley face system to self assess their achievement at the end of a piece of work/task;

A sad face will indicate they have not achieved or understood the task. A straight face will show they are beginning to understand but may need additional support/work to feel confident.

A happy face will show that the child feels they have achieved the success criteria and that they are confident with the work.

From years 1-6, children will be provided with opportunities to self and peer-assess. Marking ladders may also be provided to support children to identify where they have succeeded with a piece of work and to help them identify improvements for their next piece of work.

Management Support

This operation and effectiveness of this policy will be monitored by the Senior Leadership Team.

Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination Act

Scott Lower School is committed to having due regard to the following

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.