



MARKING AND FEEDBACK POLICY

Issue No 23

Date

Reviewed
10/07/2012

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 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 particular levels of the National Curriculum.
- 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 intentions 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.

Wherever possible marking takes place with the children. It offers guidance as to the extent to which learning intentions 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 intention 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.

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 as 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.

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'. (In key stage 2 this is only applicable to children who normally rely on adult support)
- 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.

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. This will be linked to the children's individual learning ladders.

Key Stage 1 and 2 marking:

- Each significant piece of literacy/numeracy will be marked against criteria that has been shared with the children.
- Areas of success are commented on and emphasised in 'tickled pink'.
- Areas that need improvement are commented on and highlighted in green.
- Children must be given time to read these comments and act upon them as necessary.
- In foundation subjects, the work will be marked against the success criteria and the letters 'NS' (next steps) will indicate how the children will improve on their work.
- Verbally the children self/peer assess orally against the success criteria.

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.

Foundation stage:

- Verbally the children will be encouraged to offer comments to celebrate each others work, e.g thumbs up.

Years 1 and 2

- In pieces of extended writing, children will peer assess against the success criteria.

Years 3 and 4

- In pieces of extended writing, children self/peer assess using marking ladders at the end of significant pieces

of work. The children will use the marking ladders to help identify improvements for their next piece of work.

Management Support

This operation and effectiveness of this policy will be monitored by the Headteacher

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.