



Feedback & Marking Policy

Phoenix Community Primary School

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Introduction

Teaching and learning is a partnership with staff, children and parents that enables children to make progress and achieve their individual goals and aspirations.

The marking of pupil's work is an integral part of the assessment cycle that engages pupils in their learning, raising individual self-esteem, increasing motivation and ensuring the continuous development of pupil attainment. It is the means by which children are able to understand the curriculum, connecting to previous learning and identifying the next steps for progress.

Aim

Through our marking we aim to celebrate success and achievement of every child in relation to the learning objective of the lesson, their ability, age and individual needs. Marking will identify areas in which pupils have made progress and provide them with clear, positive supportive guidance to be able to consolidate learning or to take the next steps in their learning. They will be supported to identify ways in which they can continue to improve and to have increasing ownership of their progress and success. The quality of marking will challenge children of all abilities, across the full spectrum from the most vulnerable and those children within the resourced provision to the gifted and talented.

Policy

The school policy supports all forms of marking and feedback within the process of teaching and learning. This includes: verbal feedback; written feedback; peer marking and self-evaluation. Marking is an important way for the teacher and the child to assess their learning and measure progress.

It is our policy that work will be marked as soon as possible, that marking should be concise, effective, provide the vehicle for dialogue between the adult and the child and be supportive of teachers' work – life balance.

Marking in practice will range from quick feedback to explicit in depth marking for assessment across the curriculum. The Learning Objective/Star statements enable all children to be partners in the process

It is the policy of the school that:

- All marking is colour coded in green highlighter to indicate achievement and yellow highlighter to identify the next steps in learning;
- Children will use pencil when correcting.
- Marking should be relevant to the child's ability and the learning objectives;
- Marking should enable children to identify their success, progress and next steps;
- Marking should provide pupils with opportunities and the required support to improve their work;
- Teachers will plan opportunities for children to respond to marking for improvement and this response will be recorded;
- All marking must be in a form that is accessible to pupils' individual needs.
- The Marking Code is displayed in class and used;
- Teachers' handwriting and comments will be an excellent model to children and parents;
- Marking should reinforce the high standards of presentation required across the curriculum.

The best marking for learning will enable a child to:

- Identify the aspects of their work which are particularly good;
- Identify their success against the Learning Objective/Star or Steps to Success for the lesson;
- Measure their success in developing their skills in relation to their learning steps;
- Identify the next step to improve their skills and attainment;
- Develop their ability to self-evaluate their own work;
- Recognise their achievements and progress, raising self- esteem and motivation.

Pupil Self-Evaluation

Pupils will develop the ability to self- evaluate their learning, through clear and consistent marking. They will gain understanding and make progress through the use of the Learning Objective, Steps to Success and the dialogue with adults and their peers.

Opportunities to evaluate include: verbal feedback, a dialogue with the teacher or learning assistant, written comments and symbols, response to marking, planned opportunities in the starter or plenary session and discussions within groups.

Some younger children and those with severe complex needs will use sign language and symbols, as well as dialogue with the teacher around the Learning Objective/Star and Steps to Success to evaluate their learning.

Children may use written comments against the Learning Objective/Star or Steps to Success to indicate how they feel they have they have achieved.

Children will be encouraged to enter a dialogue with the teacher or adult focused on the next steps for improvement.

Peer Evaluation

Pupils will be supported to develop the skills required for effective peer evaluation through oral and written communication, as appropriate. All peer evaluation will be matched to the level of ability and understanding of the children involved to enable them to give constructive feedback.

On some occasions this will be a verbal response, working with 'talk partners' or as part of an activity or plenary under adult guidance.

Children will be encouraged to develop their skills in peer evaluation as they become more competent. Working with a peer of similar ability, children will record their views in pencil to support improvement and next steps against the learning objective.

Marking for Improvement in English (see Marking Code)

Marking for Improvement in English will be reflected in written work across the curriculum.

Incorrect responses to comprehension questions, in any subject or topic, will be indicated. Children will then have an opportunity to correct their work.

Classrooms will provide an outstanding learning environment to support and scaffold children's learning, with appropriately differentiated resources to promote progress.

Spelling will be marked appropriately by the marker, taking account of the individual's needs, ability and motivation.

Marking of spelling is closely aligned to challenge the learner, taking account of Read, Write Inc, the use of key words, specialist and key vocabulary, to ensure progress for the individual child in spelling.

Some specific and frequently mis-spelt key words will be identified, 'sp' will be recorded in the margin next to the word and the correct spelling written at the bottom of the piece of work. The child may copy the word 3 times (look, cover, write and check).

Marking for Improvement in Mathematics (see Marking Code)

Marking for improvement in Mathematics will be reflected in mathematical work across the curriculum.

All written work will be checked or marked to give pupils the opportunity to improve their understanding and make progress.

Incorrect answers will be identified against an answer or working to indicate that a correction is needed and the child will be given an opportunity to correct their work, with support if required.

Written or oral comments will indicate where children will focus to respond to marking for improvement, particularly in problem solving activities and explanations which require key vocabulary.

Rewards and Praise To Motivate Learners.

The school system for rewards and praise is used across the curriculum to motivate children and recognise effort, progress and achievement. House Points, Stickers and PurplePenWork are part of the rewards and praise system.

Monitoring and Reviewing the Impact on Standards

Monitoring and reviewing the impact of the Marking and Feedback Policy on learning and achievement is carried out in line with the monitoring schedule.

This includes: work scrutiny; lesson observations, moderation meetings, classroom 'drop-ins' and data analysis.

Review

This policy will be reviewed every three years or at any other time if changes are required to comply with changes in legislation, regulation or National or KCC advice;

Any amendments will require the approval of the Learning and Development Team

Appendix 1 - Marking Code

At the top of the work, an adult should denote how much support a child has received during the lesson:

- FS – Full Support
- IS – Initial Support
- GW – Group Work
- IW – Independent Work

Verbal Feedback

Use VF qualified by what was discussed, e.g. VF – adverbs; VF – place value

Developmental Marking (2 Ticks and a Wish)

- ✓ Tick – identified with a green highlighter
- ✓ Tick – identified with a green highlighter
- ☆ Wish – identified with a yellow highlighter

It may also be appropriate to add general comments and award House Points as a basis of praise

Marking Spelling, Punctuation and Grammar

Marking should be relevant to the children's literacy level.

Codes should be used in the margin and circles in the text to denote where the mistake was made.

- sp – spelling
- P – punctuation
- CL – capital letter
- // - new paragraph

Any adult who is not the substantive class teacher should initial any marking or comments.

Self-Assessment

Children may be asked to self-assess against the learning star/intention. In this case, the traffic light system should be used.

There is an expectation that if children ask for help (by self-assessing red), then that is reflected in the marking or subsequent work.

