



# **Feedback and Marking Policy 2015-16**

***“Excellence with compassion”***

## **Our Vision**

**To provide an excellent learning environment, which promotes achievement in every area, and nurtures the social, emotional and spiritual well-being of the whole school community.**

## **Feedback & Marking Policy 2015-16**

We believe feedback should be constructive for every child, focusing on successes and improvement needs against learning objectives; enabling children to become reflective, independent and motivated learners, and helping them to achieve desired outcomes and beyond.

**How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.**

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments

### **1. The Purpose of Feedback and Marking**

Feedback should:

- Recognise, encourage and reward children's effort and achievement, and celebrate success
- Provide a dialogue between teacher and child
- Improve a child's confidence in reviewing their own work and setting future targets, by indicating 'next steps' in learning
- Help pupils develop an awareness of the standards they need to reach in order to meet individual targets
- Provide the teacher with evidence about what each child can/can't do
- Identify pupils who need additional support/ more challenging work and to identify the nature of the support/ challenges needed
- Ultimately be seen by children as positive in improving their learning

### **2. Principles of Feedback and Marking**

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

- They are made aware of the learning objectives of tasks/ lessons and of the criteria against which their work will be marked and assessed 'This is what you are going to do and this is how what I will be looking for.'
- The learning needs of individual children are understood and work is matched and marked appropriately
- Where appropriate, feedback is linked directly to success criteria and learning targets

Wherever possible feedback takes place with the children, e.g. when staff are working with a focus group. This enables staff to quickly address any misconceptions, offer guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning.

In order to achieve a whole-school approach feedback methods must be agreed and should be:

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

### 3. School marking Expectations and Implementation

#### 3.1 Verbal feedback





In EYFS and Y1, it is expected that the majority of the feedback given to pupils will be verbal. Verbal feedback should also be a key feature of lessons at every key stage. Verbal feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions, so that children feel encouraged and are motivated to keep improving their work. Where verbal feedback is given, it is helpful to use the V symbol to show the impact of the feedback given on the child's work.

#### 3.2 Marking practices and mark scheme

All pieces of written work need to be checked and acknowledged by the teacher. Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive wherever possible.



- All adults should initial work they have marked
- Use green pen to mark work

We use the following mark scheme at St Mary's:

|   |   |
|---|---|
|  | The triangle symbol should be written next to the LO.<br>Each side of the triangle relates to how well a child has met the learning objective:<br>/ Is starting to meet the LO<br>∠ Is developing well towards the LO<br>△ Has met the LO |
|  | Independent work  |
|  | Supported work  |
|  | Verbal feedback given   |
| ✓   | Correct (closed question)   |
| .   | Incorrect (closed question)   |

### 3.2.1 Marking against Targets for Extended/ Topic Writing

Children have 'niggle' targets in their English books, which they should apply when they undertake a piece of writing in another subject. The symbols below should be used to indicate whether their target has been met or not in a specific piece of writing.

|   |                |
|---|----------------|
|  | Target met     |
|  | Target not met |

### 3.2.2 Homework

Children's homework needs to be acknowledged weekly.

### 3.3 Quality marking by the teacher

Not all pieces of work can be 'quality marked.' Teachers need to decide whether work will be marked using the symbols in our mark scheme or given detailed attention.

Our expectations this year for 'next step' marking are:

- Maths – 2 pieces per week
- English – extended Writing, plus one another piece of work per week
- Topic Writing

Quality marking should give the child some encouragement about their work ('what went well') and a next step to help them make progress ('even better if'). This can be in the form of the school stamp:



Or through using highlighters – yellow for the good elements of the work, green for an aspect that could be improved – followed by an indication of how the child is expected to 'fix up' their work.

Wherever the task is open or narrative, feedback usually focuses on the learning objective and/ or success criteria of the task. The emphasis in marking should be on reinforcing or extending the child's learning. Focused comments should help the child know how they could have done better (eg in Maths – how they could have solved a problem correctly), or what they could do next to improve further.

Not all spelling, punctuation and grammar mistakes should be corrected in every piece of writing, because children cannot effectively improve their work if there are too many corrections to focus on. However where children are making repeated errors, these may need to be corrected to ensure the child uses the accurate form in their future work.

**To be aware of:**

Can children read your comments?

Can they understand your comments?

Do you allow time for them to read your marking?

Do you allow time for some improvement on the work to be made ('fix up' time)?

The purpose of written feedback is to inform children's learning. Therefore, where written feedback is used, it is crucial that children read the comments made on their work and respond to them, and it is essential that time is made for this. Where the comment relates to a previous activity, the 'fix up' time should be at the start of the next lesson, before moving on to *new* learning. This is so that children are clear about their previous learning before moving on.

If the fix-up is related to how the children will progress in the current lesson (ie a continuation of the previous lesson, or a re-editing lesson), it may be incorporated into the main body of the lesson.

Children should 'fix up' their work using a purple pen, so that their response is clear. In the best examples of marking, the teacher uses this as a springboard for a learning dialogue with pupils.

### **3.4 Shared marking**

Using a piece of work to mark as a class, models the marking process and teaches particular points at the same time.

### **3.5 Peer/ self assessment**

It is also good classroom practice for children to assess themselves and/or their peers. Older children who are well-trained in giving quality feedback can usefully reflect upon their peers' work, and provide an additional level of challenge. Where possible, we want children to become independent self-motivated learners, and self-assessment provides them with opportunities to develop this. We are all our own harshest critics!

### **3.6 Feedback and marking by support staff**

Support staff have a key role to play in giving pupils feedback about their work, and providing assessment information to teachers. Where pupils have undertaken closed exercises with 'right or wrong' answers, it can be helpful for a TA or LSA to mark these as the children go along to give immediate feedback, under the direction of the classteacher. Where a TA or LSA works with a specific group, they should write their feedback onto a post-it note for the teacher to see, so that marking is managed consistently within the class by the classteacher. Support teachers should liaise closely with classteachers so that their feedback is consistent, and should follow the marking policy at all times.

#### **4. How will we know it is working?**

##### **4.1 Monitoring**

Feedback and marking at St Mary's is monitored regularly through:

- SLT learning walk - weekly
- SLT work scrutinies – half-termly according to schedule
- Middle leader work scrutinies – termly
- Collaborative work scrutinies in staff INSET
- Moderation with other schools
- External moderation (eg by LA)
- Teaching and Learning reviews
- Governors learning walks

Feedback is provided to teachers about the quality and quantity of marking taking place, and its effectiveness in securing good pupil outcomes.

Feedback and marking form part of the overall grade for each teacher on the school's 'Overview of the Quality of Teaching', which grades each teacher annually.

##### **4.2 Review**

Marking practices and procedures are reviewed annually by the SLT, in discussion with school staff, to ensure they are best meeting the needs of pupils and securing the highest possible outcomes. It is crucial that marking and feedback is manageable for teachers, and that teachers are able to have a work life balance, and the policy is formulated on the basis of balancing pupil outcomes with teachers' well-being.

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