

Effective Feedback and Marking Policy

Rationale

Marking will provide constructive feedback to every pupil. It will focus on success and improvement needs against learning intentions and success criteria: enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aims

Marking and feedback should:

- Be made throughout the lesson to reflect on learning.
- Be manageable for teachers.
- Relate to learning objectives and success criteria, which have been shared with pupils.
- Give pupils opportunities to become aware of and reflect on their learning.
- Give recognition and praise for achievements.
- Give clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to feedback and make improvements during the lesson.
- Take (small targeted steps) within the context of marking towards the learning objective.
- Respond to individual learning needs. A variety of marking styles will be used; sometimes the marking will be done in the presence of the pupil and other times in the absence of the pupil.
- Inform future planning.
- Be accessible to all pupils
- Used consistently throughout the school.
- Be seen by the pupils as positive in improving their learning.

Implementation

Effective feedback and marking is a key tool in providing feedback to pupils learning and forms part of our formative assessment which is essential in improving and moving pupils forwards desired learning outcomes.

Effective feedback comes under two main headings.

Specifying attainment is teacher feedback which identifies specific aspects of successful attainment.

Specific improvement identifies where mistakes lie and how work can be improved.

In line with the teaching and learning policy, objectives are clearly displayed in all lessons. Success criteria are generated with the pupils and are the steps to remember throughout the learning. The teachers will regularly use the vocabulary of the learning objective as part of the comment or have given verbal feedback to the pupils on their progress against the learning objective. Success criteria will be referred to throughout the lesson to refocus the children's learning and help to recognise success and areas for improvements.

Summative marking strategies

This will usually consist of ticks and crosses.

For a full range of the symbols to be used see appendix 1.

Expectations

Effective feedback and marking is a vitally important teaching tool. Work will be regularly revisited throughout the lesson to aid the children in evaluating their learning and making improvements. When distance marking takes place it will consist of assessment against the learning objective.

Where full comments are used they will fall into four main categories.

- A reminder prompt (eg What else could you say here about the man's face?)
- A scaffold prompt (eg Describe the expression on the man's face).
- An example prompt (eg Choose one of these or use your own:
The old man had a wrinkled face/His forehead was deeply lined.)
- An assessment comment (eg You have used some fantastic adjectives to create a great mental image of the man's face.)

When marking pupils' work teachers need to consider whether

- Comments are to inform future work.
- Pupils are expected to read comments.
- Comments are to correct or improve an existing piece of work.

The learning objective and success criteria will be the main focus of the marking therefore spelling, punctuation, grammar etc should not be corrected every time as pupils cannot focus on too many things at once.

Comments in pupils' books should

- Relate to planned learning objectives and success criteria.
- Be legible and clear in meaning.
- Recognise pupils' achievements.
- Indicate the next steps in pupils' learning.

Responsibility

- It is the responsibility of the class teachers to ensure that this policy is carried out.
- Each subject leader has got the responsibility to check that the policy is being carried out in their particular subject area.
- It is the responsibility of the Subject Leaders to feed back to the Headteacher and Governors on the implementation of this policy.

Time

If the work has been distance marked the teachers, where appropriate, give the pupils time to reflect on the comments. This can either be done as part of the next lesson or at various times throughout the week when the teacher feels that it is appropriate.

The pupil's role in the marking

- The pupils are expected to self assess or peer assess their own working during the lesson against the objective and success criteria. This can be done verbally with a talk partner, with the teacher, or by using 'traffic lights', 'thumbs up' relating to the Learning Objectives.
- If the work has been distance marked against the learning objective and success criteria, the pupils will be given the opportunity to respond to the comments, and make any corrections that they feel are appropriate. The aim of all feedback and marking is that it becomes a two way communication between the pupils and the class teacher.
- Where work is marked with a child it is important to validate this with a comment such as 'Marked with child' or VF (verbal feedback).
- In some cases pupils will self evaluate their own work, identifying their own successes and look for improvement points. This can then be used as a teaching strategy to get the pupils to analyse their learning.

Other adults

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines above.

Supply teachers who carry out work in the school are expected to mark all work in accordance with the policy above. This will be given to all new supply teachers as part of the welcome pack on arrival in the school.

Equality of opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking will be accessible to all pupils and will reflect their individual needs and abilities.

Monitoring and Evaluation

- This will be an ongoing process.
- There is an annual review of the policy within our school development day. Any future training needs will be addressed.

Appendix 1

Key of symbols

✓ Verbal Feedback was given

AA Adult assistance given

TA Teacher Assistance

I Independent

✓ Teacher has marked work

✓✓ Objective has been met

★ ★ ✨ Marked on success criteria only

⊖ Target set

⊕ Target achieved

○ Child self-corrects spelling