Marking and Feedback Policy

Written by The Staff of Durand

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Durand Primary School

Marking and Feedback Policy

Introduction

At Durand Primary School we believe that feedback and marking should be constructive for every child, focussing upon success and improvement needs against learning intentions. This will enable children to become reflective learners and helping them to close the gap between current and desired performance. The purpose of this policy is to ensure a consistent and corporate approach of Marking and Feedback across the school. It outlines the key issues that ensure the teachers and the children at Durand Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children.
- To have a consistent approach that measures individual pupil progress against national standards.

At Durand Primary School we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising this and achieving. Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

We believe marking should be constructive feedback to every child, focus on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Principles

Marking and feedback should:

- Be manageable for teachers;
- Relate to learning outcomes, which need to be shared with children;
- Involve all adults working with children in the classroom
- Give children opportunities and time to reflect on their learning needs and respond to marking and feedback;
- Give recognition and appropriate praise for achievement;
- Give clear strategies for improvement;
- Respond to individual learning needs using a range of marking techniques;
- Inform future planning;
- Be accessible to children;
- Use consistent codes throughout the school;
- To be seen by children as positive in improving their learning;
- Encourage and teach children to self-mark and evaluate wherever possible;
- To raise pupils self-esteem

Strategies

Quality Marking

All staff will use the agreed marking code (Appendix 1 Foundation Phase and Appendix 2 Key Stage 2) with detailed attention given to closing the gap marking, detailing next steps with a targeted group. The emphasis in marking will be upon both success against the learning intention and necessary improvement required to meet the learning objective.

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Whenever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. Focussed comments should help the child in 'closing the gap' between what they have achieved and what they can achieve.

Useful 'closing the gap' comments depending upon the ability of the child are:
- A reminder prompt
- A scaffold prompt
- An example prompt
- A questions prompt

Summative Feedback/Marking

This usually consists of ticks and dots and is associated with closed tasks or exercises. In Key Stage 2, unless teachers feel younger children are ready for this, wherever possible, children should self-mark or the work should be marked as a class or in groups.

Formative Feedback/Marking

With verbal feedback, in the course of a session, teacher's comments to children should focus firstly on issues about the learning intention and secondly on other features.

Secretarial Features

Spelling, punctuation, grammar, etc. should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time.

Teachers will comment on spelling and grammar only in the following cases:
- If spellings and grammar were part of the lesson focus;
- If it is a spelling that the individual pupils should know;
- If it is something related to the child's target.

When work is finished, ask children to check for things they know are incorrect in their work when they read it through.
Only give children feedback about these things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Self-marking

The role of the teacher is vital in modelling this process over time. Children should self-evaluate wherever possible and will be encourages to check their own work against the learning objectives and their own targets. Children can identify their own successes and look for improvement points. This can be done throughout the lesson and the plenary can then focus on this process as a way of analysing learning. Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

Peer marking

Children should be asked to peer assess a partner's work, until it becomes a natural habit. Peer marking should be done orally in Reception and Year 1. Pupils in Year 2 could start to record peer marking if the teacher feels the children are ready for this. Written peer marking should be introduced in Key Stage 2.

The following points are important:
- Children need to be trained to do this, through modelling with the whole class and working with groups of pupils
- Encourage a dialogue between peers when they are assessing each other's work
- There must be a clear Learning Objective and Success Criteria so that pupils know what they are looking for
- Peer marking needs to be appropriate to the individual needs of the pupils.

Learning Objective / Success Criteria grids are used in Key Stage 2 for both Self and Peer marking.

Traffic Lighting System

Once marking is completed, learners will have the opportunity to colour spot their own or others understanding. As they become more able to they should be encouraged to provide a written response using the success criteria to justify their reasons.

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Headteacher:

Chair of Governors:

Date:

Foundation Phase

Marking and Feedback

In Foundation Phase, we use Focused Task labels to comment on individual children's work.

Staff to initial all work marked

✓✓   **L/O & S/C achieved**

Teacher assessment with a traffic light system (tick for pupil and circle for teacher)

sp   Spelling -Teacher to judge how many (from Y2 sp in the margin)

∧   To indicate missing word

NS   Next step – that piece of work

NT   Next time – next piece of work

✓   Correct

🔴   Error

The stamps used for feedback are:
- **Independent work**
- **Teacher assisted work**
- **T.A. assisted work**
- **Verbal feedback given**

Key Stage 2

Marking and Feedback

Staff to initial all work marked

✓✓   **L/O & S/C achieved**

The following 4 codes are to be shown in the margin:

//   **New paragraph**

∧   **To indicate missing word**

Sp   **Spelling**

P   **Capital letters or missing punctuation**

_____

NS   **Next step – that piece of work**

NT   **Next time – next piece of work**

✓   **Correct**

🔴   **Error**

S   **Support**

S 1:1   **Support high level**