

Marking & Feedback Policy

Type in blue represents sections that describe the 'OUTCOMES' of the policy

Type in green represents 'PROVISION' i.e. how the school goes about it

Rationale

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Objectives

Marking and feedback should:

- ❑ be manageable for teachers and accessible to children;
- ❑ relate to the learning objective
- ❑ involve all adults working with the children in the classroom;
- ❑ give recognition and praise for achievement and clear strategies for improvement;
- ❑ allow improvement time for children to read, reflect and respond to marking;
- ❑ respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- ❑ inform future planning and group & individual target setting;

- ❑ each class to use a marking code appropriate to age and ability;
- ❑ involve children as much as possible in marking their own and each other's work;
- ❑ ultimately be seen by children as a positive approach to improving their learning.

Guidelines

Children's work needs to be marked in a colour that can be clearly seen.

The school makes use of **two** forms of marking/feedback:

1. Verbal Feedback

At Beckstone we recognise the importance of children receiving regular verbal feedback. The adult will initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need verbal feedback but this is particularly important in the FS and KS1 where children may be unable to read a written comment.

2. Written marking and feedback

Summative feedback / marking

This usually consists of symbols (see marking code) and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

Formative feedback / marking

Not all pieces of work can be 'Quality Marked'. Teachers decide whether work will simply be acknowledged or given detailed attention. All 'Big Writing' is quality marked. Acknowledgement should always relate to the learning objective.

What is Quality Marking?

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs.

When Quality Marking teachers:

1. read the entire piece of work.
2. identify examples of where the child has met the learning objective or individual target
3. identify the aspects of the work which could be improved (q.v. Marking & Feedback Code)
4. provide a focused comment which should help the child to improve and further their progress.

Improvement Time

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been Quality Marked, improvement time is planned in a future lesson for children to discuss or read and then improve their piece of work.

Self Marking

At Beckstone Primary children write learning objectives at the top of their page of work as soon as they are able. At the end of some lessons, children are asked to mark next to the learning objective whether they feel they have met the

learning objective or not: e.g. with a smiley face, straight face or sad face.

Teachers may provide specific or generic learning objective/success criteria check lists/target sheets for children to tick either as they work or when they have completed a piece of work.

Older children may self-evaluate by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

Shared Marking

Teachers sometimes use one piece of work from a child in their own class, another class or from a previous year to mark as a class on the white board using the visualiser (the work may be anonymous if appropriate). This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Evaluation

Children sometimes appreciate and evaluate each others' work in pairs. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children should point out things that they like first and then suggest a way to improve the piece but only against the learning objective.
4. Encourage a dialogue between the children rather than one child being the 'teacher'.

Correcting spelling, punctuation and grammar

When children have completed a task, teachers ask them to read it through to check that it makes sense and correct obvious errors.

As all children are encouraged to use ambitious vocabulary not all errors in spelling, punctuation and grammar are corrected to encourage confidence and develop a 'have a go' attitude. Errors however may be noted as a future teaching point. When punctuation, grammar or spelling is a learning objective then children's work will be corrected accordingly.

Foundation Stage

In Nursery and Reception, the teachers focus on giving verbal feedback to the children but may write a comment with the child. Staff also write comments on the back of work or as annotations on photographs as part of the process of gathering information for the Foundation Stage Profile or take 'post it' notes detailing observations. When children feel 'proud' of a particular piece of work/achievement they are encouraged to share their success with peers, staff and parents.

In reception for specific adult led teaching tasks the learning objective is highlighted green if they have achieved it or pink if they need more practice. Stamps may be used to indicate 'adult assisted' or 'independently produced' work.

Monitoring & Evaluation

Relevant Subject Leaders will monitor books via book scrutinies. Feedback and support is then provided to staff.



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Primary School

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