

MARKING AND FEEDBACK POLICY



Marking and Feedback Policy for Hazelmere Junior School

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At Hazelmere Junior School, we take a professional approach to the tasks of marking work and giving feedback. We believe that all pupils are entitled to regular and comprehensive feedback on their learning, and as such, teachers mark work and give feedback as an essential part of the assessment process.

Aims and objectives

We mark children's work and offer feedback in order to:

- show that we value the pupil's work, and encourage them to take pride in their work too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is to help pupils learn;
- motivate pupils to further efforts by praising current achievements;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- promote self and peer assessment, whereby the pupils recognise their strengths and areas for improvement, and are encouraged to accept guidance from others;
- provide adults in school with feedback on how well pupils have understood the current work thus enabling the teacher to readily adapt teaching within a lesson and the planning and teaching for the next stage of learning;
- help the teacher make informal judgements about pupil achievement and attainment.

Ethos

We believe that the following principles should underpin all marking and feedback:

- Marking and feedback should be positive to promote high expectations and engagement in learning.
- Wherever possible, pupils should be involved in feedback and marking practices, encouraging a dialogue between pupils and teachers which can be verbal or written.
- Marking and feedback should predominantly focus on the lesson objective, success criteria and differentiated expectations. However, errors in spelling of high frequency words or topic related words, grammar and presentation should also be highlighted according to the child's ability.
- Feedback may be written and/or oral.
- The pupil needs to be able to read and respond to the comments made, and be given the opportunity to respond to marking as soon as possible after it has been given.
- Comments should be appropriate to the age and ability of the learner.
- Feedback should identify where learners have been successful in their learning and highlight areas for improvement or extra challenge.
- Marking and feedback are part of a wider process of engaging the pupil in his/her own learning.
- Whenever possible, marking and feedback should involve the pupil directly.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries, and in group sessions.
- Teachers will note misconceptions that are made by pupils and use them to inform future planning.
- Feedback should be manageable for teachers.

Strategies for implementing Marking and Feedback

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. We see feedback and marking in two ways - **Live marking** and **Reflective marking**.

Live Marking is at the point of teaching. This takes place within lessons with individuals or small groups. It will often involve some kind of oral/verbal feedback for immediate action and may include some annotations, according to the marking code. It may redirect the focus of teaching or the task. It will also sometimes be used to provide further support or challenge to pupils.

Reflective Marking takes place away from the point of teaching. This may involve written comment/ annotations for pupils to read/respond to. It could also be an acknowledgement of work completed, such as a 'tick'. It provides teachers with opportunities for assessment of understanding and can lead to adaptation of future lessons through planning or through revisit and revise/pre-teach sessions, which will be indicated clearly in books. It also provides an opportunity for evaluation of learning in the lesson and may take the form of self- or peer assessment against an agreed set of criteria.

Both types of feedback and marking will look different and will vary by age group and subject. Teachers will use their professional judgement on whether work will simply be acknowledged or given detailed attention. As a school, we place considerable emphasis on the provision of immediate feedback, especially in English and Maths. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

Written marking and comments should be used where meaningful guidance can be offered which has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

The school has standards that apply to all pieces of work (e.g. the date and lesson objective).

- Marking will be carried out promptly.
- 'Next-step' or 'deep' marking for literacy and maths is weekly, and fortnightly for Big Writing. In all other subject areas, next-steps should be carried out less frequently.
- Any marking of praise and encouragement will be given using green pen. Constructive next step comments, which create an opportunity for teacher/pupil dialogue and/or opportunities for learning, will be given using red pen.
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems.
- When appropriate, children may mark their own work or that of their peers using blue pen, but the teacher must always review this marking.
- Children should be encouraged to assess their own work and that of their peers using blue pen. This helps the children to self-reflect at each step of the learning process.
- The Learning Objective (LO) should be highlighted by the teacher, indicating the extent to which the LO has been achieved.
 - Green: the LO has been fully achieved and understood
 - Orange: the LO has been partially/nearly achieved and understood
 - Pink: the LO has not been met and further learning is required
- The above marking code is displayed in every classroom for children to understand and to refer to.
- The LO should be 'splatted' by pupils as part of the self/peer assessment process.