Avonmouth Church of England Primary School

Policy for Marking & Feedback

Rights Respecting Schools

Article 28: All children and young people have a right to a primary education, which should be free.

Article 29: Education should develop each child's personality and talents to the full.

'*Feedback is only effective if it is acted on.*' **Shirley Clarke**

 The 4th Key Principle of Assessment for Learning is: 'Provide feedback to children on their successes, show them improvements and provide them with time and opportunities to make these improvements'. **Ann O'Connor**

'*The most effective feedback is oral*.' **Shirley Clarke**

Rationale:

It is through the effective feedback that children receive about their work that they make improvements and develop their skills further. The most effective feedback is oral , after which pupils should take immediate action, based on this feedback. However, it is not feasible to expect to teachers to give all pupils oral feedback during every lesson, so it is at this point that one, or more of the following needs to take place in order for children to receive effective feedback:

- self-assessment,
- peer assessment
- teacher/LSA marking.

This guidance focuses on marking and provides standardisation and consistency of practice throughout the school. The implementation of this guidance is the responsibility of all staff. Marking is a tool with which to provide pupils with feedback about their successes (related to learning objectives, success criteria or previously identified areas for development) and the next steps needed in their learning in order to improve their work. It also helps children value their work and promote self-esteem.

Principles

The following principles should be taken into account when giving children feedback about their work;

- Feedback can be written or oral and can be given by the teacher, LSA or through self-assessment or peer assessment.
- Feedback should be positive in tone; praising and encouraging the work children produce, whilst giving constructive advice on how to improve
- Children should explicitly be given the opportunity to respond to any feedback given, for example, by having time to read any written feedback and act upon any suggestions made. *This time is valuable, and should not be underestimated; the progress children make during this time is often greater than if the teacher had moved on to new material (it can be the 'penny dropping' moment)* If children are not going to have the opportunity to respond to feedback it is both counter-productive and a poor use of teachers' time to give it.
- Feedback should be manageable for teachers and accessible for pupils. We are aiming for teachers to write less and pupils to take more responsibility for the assessment of work.
- The majority of feedback should be focused on the learning objective & success criteria, created at the beginning of the session, with the children, or addressing progress towards personal targets.
- The skills of self-assessment and peer assessment must be explicitly taught and are key to children making good progress.
- Focussing on errors can damage self-esteem. Common errors should be noted and used to inform planning for future lessons.

Marking & Feedback in Practice

We expect teachers to promote, model and maintain high standards in presentation and accuracy. Feedback should reflect these standards and make comments on presentation as necessary.

We use a common, colour coding system for all forms of feedback & marking in school for literacy and maths:

GREEN (green to be seen) indicates an example of the learning objective being addressed, or an example of evident understanding.

PINK (pink to think) indicates that an improvement can be made and can be followed with 'Next Steps' comments.

Next step comments may include:

- REMINDER prompt, e,g., *remember to check your addition when using the grid method OR What else could you say here?*
- SCAFFOLD prompt e.g. *describe the expression on her face OR fill in the gaps to help you work out the calculation*
- EXAMPLE prompt e.g *choose one of these, or your own;* He ran around in circles looking for ……….OR *here is an example of the grid method. Try one yourself for this calculation………..*

Self –Assessment

Children are encouraged to use 'smiley faces' in order to have an active part in the assessment and marking of their work. This is always used at the end of Maths and Literacy lessons to enable the children to feedback whether they have fully understood the lesson or whether they require additional help.

I am confused or don't understand	I am getting there. I understand some of this work	I understand this and am ready for the next challenge..
I need some help!	**Please keep an eye on me**	**Give me the next challenge!**

Teachers may respond to children's self-assessment which may include a comment such as "I will help you later/tomorrow".

During lessons all work will contain the date (full date on written work, short date on maths) and the learning intention. It is important for this to be discussed with the children and then to agree a success criteria. Children will be encouraged to assess their own learning against these criteria.

Non core subjects

When learning in foundation subjects reinforces skills from literacy and maths, teachers may use green and pink highlighting to identify areas to develop/examples of learning intention met. For other lessons where the learning intention is based around a foundation subject area, teachers will generally provide a written comment although may sometimes use green/pink highlighting as appropriate.

Marking & Feedback KS1

Notations to be used as followed:

'Verbal Feedback' Stamp	*Verbal feedback has taken place*
S	*Work carried out with adult support*
I	*Work carried out independently*
PA	*Peer assessment has taken place*
SA	*Self-assessment has taken place*
T *'Target met' Stamp*	*Target achieved*
In literacy: **V** **C** **O** **P**	***Vocabulary*** ***Connectives/Conjunctions*** ***Openers*** ***Punctuation***
. ? ! ABC	

Teachers will also:

- Encourage children to use self-assessment
- Aim to go through the marking with children on either a 1:1, or small group basis at least once a week to reinforce key learning points and next steps

Marking & Feedback KS2

Notations to be used as follows:

'Verbal Feedback' Stamp	*Verbal feedback has taken place*
S	*Work carried out with adult support*
I	*Work carried out independently (for children with SEND @ KS2)*
PA	*Peer assessment has taken place*
SA	*Self-assessment has taken place*
T *'Target met' Stamp*	*Target achieved*
In literacy: **V** **C** **O** **P** **//** **FCL**	*Vocabulary* *Connectives/Conjunctions* *Openers* *Punctuation* *New paragraph* *Find, correct, learn*

Teachers will also:

- Encourage children to use the self-assessment process at the end of each literacy and maths lesson
- Encourage children to peer assess to provide the opportunity for children to share their learning, proof read, edit with a partner, read their work aloud.
- Provide a regular time during the school day when children respond to the marking. This may be at the start of the day or the start of the literacy/maths lesson.
- Ensure that Literacy and Maths books are thoroughly marked at least three times a week to ensure next steps / areas to develop are identified.