

Lockington CE VC Primary School



Marking and Feedback Policy

1 Introduction

At Lockington Primary School, we take a professional approach to the tasks of marking work and giving feedback. We aim to have a consistent approach to marking symbols used by individual teachers and therefore have a school marking code (Appendix 1). Teachers use their professional judgement to enhance it and also to take account of the needs and the age of the children. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process. Positive, supportive and consistent approaches to marking lie at the heart of the formative assessment process. Marking must be evaluated in terms of its positive impact on the promotion of learning. Marking is not an end in itself.

This takes place within the context of our school vision: to develop lively, enquiring minds and promoting outstanding standards of achievement for all in a happy, safe and caring environment based on Christian values which encourage all to show respect, acceptance and understanding of others.

2 Aims and objectives

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

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- 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;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.
- involve the children in evaluating their own work where appropriate

- to embody principles of the distinctively Christian nature of our school in all aspects of learning.

3 Principles of marking and feedback

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

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets and success criteria.
- The child must be able to read and respond to the comments made, and be given time to do so – generally at the start of a session. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time, depending on the age and ability of the child.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset in a way that is fully understood by the pupils and encourages pupils to set success criteria.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- The marking system should be constructive and formative. A useful formula is this: 'praise, advise on improvement, more praise'.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject.
- Pupils will be trained to mark or provide feedback on their own work or the work of other children in a constructive and sensitive way in order to help them to become self-evaluative.
- **Marking, including Tv (target achieved).** All lessons must be clearly objective led. This objective must be communicated to the pupils and be the basis of the plenary. When children are to produce written work or work in a manner which involves recording, ideally the objective should be the title of the work. This will often be reconstructed into an 'I can ...' statement. Marking of the work will therefore relate directly to this objective. Should the pupils achieve the objective an indication of this should be given through 'Tv' or Target Achieved' being awarded. Should pupils not

have achieved the TV but have the potential to 'bridge the gap' then a T> should be recorded. This will be followed by advice as to how the pupil can bridge the gap to achieve the target. Pupils should then be given time (approximately three minutes) to achieve this requirement. Meanwhile those who have achieved the target can complete an appropriate activity. It is not expected that this will be appropriate after every lesson or every piece of work. However, this system of responding to marking ensures that pupils are engaged in the assessment process and actually respond to the advice of their teachers. For younger children the writing of advice may be inappropriate. A verbal instruction is probably more relevant, probably given to a group.

4 Implementing the marking policy

All pieces of work should be dated and the objective included at the top of the work.

In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve. "Two stars/a star and a wish", where two positive statements followed by a suggestion for improvement are written on pupils' work is to be encouraged.

Written comments are more valuable than marks or grades. We do not normally give marks or grades on pieces of written work.

Ticks are normal where work is correct and a dot where errors have been made.

Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. (Teachers should remember that stickers themselves do nothing to close the gaps in understanding or to bring about improvements).

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.

When appropriate, children may mark their or another child's work, but the teacher must review this marking.

Children should be encouraged to assess their work ahead of final marking, using e.g. prompts/success criteria. These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.

In addition, the children could indicate where they think a particular target/ success criteria have been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting success and identifying the next learning point.

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 all pupils should know;
- if it is something related to the child's target.

Feedback should:

- Allow time
- Be supportive
- Be consistent
- Involve pupils in target setting

Pupils must receive a consistent message from marking across the curriculum and the school marking code used appropriately for the children.

“Two stars/a star and a wish” is used to tell pupils two things that were good and one thing that could be changed or made better (judged against learning objectives/success criteria known to pupils).

The marking symbols are displayed for all of the children to see.

Marking should not be done in red pen, but in green pen or a medium appropriate to that used by the children. It is the class teacher's responsibility to ensure that other adults working in their class are aware of this. Children in Key Stage 2 also have their own green marking pen.

Children should be able to make their feelings about their work known and can use smiley and sad faces and write comments, for example, in response to marking.

5 Implementation, monitoring and review

The implementation of the marking code is the responsibility of all teaching staff, overseen by class teachers and monitored by the Headteacher.

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 the autumn term 2018 or earlier if necessary. This policy was devised with the assistance of the East Riding of Yorkshire LA Advisory teacher for assessment and LCP.

This policy is due for review: October 2018.

Date: October 2015; Updated May 2017

The person responsible is the Assessment Co-ordinator.

Signed by Headteacher _____ Date _____

Signed by Chair of Governors _____ Date _____

Appendix 1
Lockington CE VC Primary School Marking Code

TA = achieved the target/learning intention
T> = working towards target/learning intention

? = are you sure

P above a circle around missing or incorrect punctuation

Sp = word underlined for spelling correction (correct spelling written in margin)

Cap= letter underlined for missing capital letter or incorrectly used capital letter

// = new paragraph

VM (verbal marking) = comment/feedback has been given directly to the child

Scribed = someone has scribed for the child

Paired work or P = worked in a pair

Independent work or I = worked independently

Adult Support of AS = worked with an adult

Small tick = correct

Dot or cross = incorrect

TP or smiley face means 'team point'.

Underlining means an error has been made.

Two stars and a wish:

*

*

W

An age appropriate version of this code should be on display in class for pupils. This is the class teacher's responsibility.