Thursfield Primary School Marking and Feedback Policy

How children's work is received and marked and the nature of feedback given to them will have direct bearing on learning attitudes and future achievement.

This policy will be:
- Consistently applied by all staff
- Clear in its purpose.
- Manageable
- Productive in raising achievement.
- Informed by pupils' individual learning needs and prior assessments.

We aim to:

- *Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;*
- *Use the marking system as a tool for formative ongoing assessment;*
- *Improve standards by encouraging children to give of their best and improve on their last piece of work;*
- *Develop children's self-esteem through praise and valuing their achievements;*
- *Create a dialogue which will aid progression.*

Feedback Rationale

- A learning culture, where children and teachers have a growth mindset, self-belief, meta-cognitive skills and a belief that all can succeed.
- Involving pupils in the planning stage to enhance motivation and ownership
- Collaborative learning, where children are resources for one another and all can be included.
- Mixed ability learning with differentiated choices, so that self-esteem is intact and expectations are high.

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- Clear learning opportunities shared with children not necessarily shared at the beginning of the lesson.
- Co-constructed success criteria.
- Effective questioning, especially at the beginnings of lessons to establish current understanding and prior knowledge.
- A continual quest to find how far children understand their learning, so that individual and class feedback and the direction of the lesson can be adjusted appropriately.
- Examples of excellence analysed and shared, before children produce their own 'product'
- Feedback from peers and teachers which focuses on successes, where the excellence is and where improvements are needed
- Co-operative peer feedback in which examples of improvements are modelled via mid learning stops, so that feedback and improvement-making is immediate and part of a lesson
- Effective ends to lessons, where learning is summarised and reflected upon.
- DR ICE is used by both teaching staff and children to support learning and this is evident in books

Approach

- Where possible the marking of a piece of work should be done alongside the child.
- Time allocated for 'fix-it' opportunities (purple pen)
- Where appropriate, pupils should self-mark using pencil/purple pen
- Teachers should monitor self-marking
- Peer assessment is acceptable and has impact
- Marking is, therefore, based on the acquisition of new skills or knowledge and the success criteria used.
- Effective marking should include the involvement of children in assessing their learning and making changes as they move on.
- Effective marking should :
    1. Provide clear feedback to children about strengths and areas for development in their work;
    2. Recognise, encourage and reward children's efforts and progress.
    3. Help parents to understand their child's strengths and areas for development in their work;
    4. Provide children with next steps/targets for improvement;
    5. Address misconceptions
    6. Mark promptly, and this will normally be completed before the next lesson in that subject

Agreed Marking System
Marking (general.)
All marking will be done in green.

Marking Symbols:

✓ Correct
● Incorrect

KS1

✓✓☺ Objective achieved
✓ B Booster/ intervention needed
→ Moving on/ next steps comment

KS1 marking/success criteria sticker

KS2

OA - Objective Achieved
S - Support given
→ - Moving on/next steps comment
Sp – spelling mistake please correct

KS2 making/success criteria sticker

HFW High frequency words should be corrected, children asked to write them out 3 times
KS1 = one spelling per piece of work
KS2 = up to 3 spellings per piece of work

Within the classroom

- Learning intentions should be displayed
- Success criteria statements on the ladders
- The agreed marking symbols can be used with the EY and KS1 children.
- All marking should be positive and specific.

Non-Specific

Marking symbols will be displayed in classrooms for all to be aware of, including teaching assistants and supply teachers. They will be regularly discussed with children.

Children should be encouraged to check work to aid movement towards self-evaluation and self-improvement.

The extent of the teacher's response to a piece of work will be determined not by the number of errors found in it or the state of the handwriting, but by the teacher's professional judgement.

Consideration will be given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

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.

There are occasions when peer marking should be encouraged in both literacy and maths.

Useful "Moving on/Next steps" comments are:

- A reminder prompt – e.g. "What else could you say here?"
" Can you think of a different way to present your answer?"

- A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he…", "Describe the expression on the dog's face".

- An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"

Praise progress and effort rather than attainment.

Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.

- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.

- Tell our partner the good things we see in their work.

- Listen to our partners advice because we are trying to help each other do better in our work.

- Look for a way to help our partner achieve the learning objective with more success.

- Try to make our suggestions as clear as possible.

- Try to make our suggestions positive.

- Get our partners to talk about what they tried to achieve in their work.

- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.