

Thorney Island Community Primary School

Marking and Feedback Policy

Introduction

We believe that for children to become reflective learners marking should provide constructive feedback based on learning intentions.

Aims

Marking and feedback will:

- relate to learning intentions/success criteria, which need to be shared with or generated by children. (N.B. - Agreed to write L.O. as title for core subjects)
- give clear strategies for improvement.
- be accessible to children.
- give children opportunities to read, reflect and respond to marking.
- give recognition and appropriate praise.
- ultimately be seen by children as positive in improving their learning.
- encourage and teach children to self-mark or peer-mark wherever possible.
- inform future planning and individual learning needs.
- involve all adults working with children in the classroom.

Organisation

- Time will be allocated to review work and mark as a class.
- Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings.
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers. Use codes against learning intentions wherever possible.
- After work has been marked, time should be given for children to make focused improvements.

Monitoring

This will be undertaken by the Headteacher and Subject Leaders by looking at random samples of work/learning to ensure consistency and quality of practice and by discussing work with pupils.

Feedback will be given to all staff.

Dean Clegg 26/09/18

Signature of Headteacher: Dean Clegg

Signature of Governor: _____

Review Date: September 2021

Marking and Feedback Policy – Appendix

Strategies

Summative feedback/marking

This usually consists of ticks and crosses and is associated with closed tasks or exercises. When appropriate, children should self-mark or the work should be marked as a class or in groups.

Formative feedback/marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and secondly, if appropriate, on other features. Remember in order for the marking to be formative, the information must be used and acted on by the children.

Quality marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will be acknowledged or given detailed attention.

The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention.

Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. '*What else could you say about the prince?*', '*Say something about the prince's personality.* Try one of these words: *handsome, elegant, arrogant*'). With English narrative writing, codes can save time and make the feedback more accessible to the child: highlight three things (maybe two or even one per child with younger children) which are based against the learning intention and put an arrow where improvement against the learning intention could take place, including a 'closing the gap' comment. (I.e. Two stars and a wish) Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful 'closing the gap' comments are:

- A **reminder** prompt (e.g. '*What else could you say here?*')
- 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 round in circles looking for the rabbit/The dog couldn't believe his eyes*').

Secretarial features

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, although age expected punctuation is a non-negotiable i.e. this should be accurate in all work. When work is finished, ask children to check for things *they know are wrong in their work* when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

(Consider devising a wall chart checklist - If the children devise it they have ownership and therefore will be more likely to use it.)

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Self-marking

Children should self-evaluate wherever possible. Children can identify their own three successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Shared marking

Using one piece of work from a child in another class to mark as a class, using a visualizer, at regular intervals, models the marking process and teaches particular points at the same time.

Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

Paired marking

Before ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking should not be introduced until Key Stage 2; unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided, and then put up as a poster.
- Children should, alternately, point out what they like first, the author holding the polishing pen, and then suggest ways to improve the piece, but only against the learning intention and not spellings, etc. the 2:1 success to improvement ratio should be followed, to avoid over-criticism. (Two stars and a wish)
- Pairings (Learning/Talk Partners) need to be based on someone you trust - best decided by teacher.
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. *'I think this bit really shows how that character feels, what do you think?'*)

NB - There is an additional policy/procedures for the marking of English