Marking and Feedback Policy

Policy statement

Rationale:

All marking and feedback is a process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written or pictorial depending on the learning objective and age of child.

Principles:

Marking and feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in classroom
- Be seen by pupils as **useful and positive**
- Inform future planning/targets. Shown on annotated plans
- Be accessible and inclusive
- Relate to **LO and success criteria (see below)**
- Provide feedback that results in an action that moves learning on
- Be responded to

Learning objective:

Effective learning takes place when children understand what they are trying to achieve. Teachers must ensure children know the Learning Objective (LO) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective. The learning objective should focus upon the **learning** not activities.

For example:
Can I identify equivalent fractions?
Can I use fronted adverbials correctly?

The learning objective should relate to the **end of year expectations and should be referred to in the planning.**

Success criteria:
Developing a Success Criteria to achieve the LO will help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues.

The majority of the time teachers will generate the SC. However, when children are involved in generating the SC they have more ownership of it.

The success criteria focuses can focus on the process or outcome. In Maths the success criteria will be mainly linked the process, whereas in English the success criteria will be mainly related to the outcome. **Marking should be against the success criteria.**

Marking and Feedback:

Teachers' comments should be positive, constructive and reflective of the learning objective.

A constructive comment on how to improve should result in an action.

Tick where work is correct; a dot where mistakes are made.

Content highlighted in yellow must be linked to the **success criteria AND be age appropriate**. Content highlighted will link to the learning objective and Success Criteria.

Content highlighted in orange indicated a non negotiable/basic skill mistake that must be corrected by the child.

Stickers can be given to reward effort.

Where appropriate children can self or peer mark in green pen. Children must mark against the Success Critieria.

The teacher will always give time for children to respond to the marking given (Fix it time).

Most work will be marked before the next lesson of that subject.

If marking work from a class other than your usual one, it will be initialled.

How might feedback be given in English?

Asking more open questions such as – What punctuation is missing here? Add _____ to this sentence? E.g. add an adjective to this sentence.
Self and peer assessment using green pen against the **Success Criteria**
Find the fiction – which on is wrong? Why is this wrong?
What is your target? Have you met it? How do you know?
What will you try and use again next time?
Re-write this sentence using....
Why haven't you achieved the L.O? What do you need to do differently?
EYFS continuous provision should be used to help children practise next steps in learning.

How might feedback be given in Maths?

Individual challenge that deepens a child's understanding
Differentiated challenge on the board (Challenge 1,2 and 3)
Find the fiction – which three are wrong?
Why haven't you achieved the L.O? Where did you go wrong?
Children self mark in green pen. Can children identify mistakes they have made?
Immediate verbal feedback
Testbase question(s)
Do these:
Pre learning:
Recap:
Now do this independently (following guided work)
In EYFS continuous provision should be used to help children practise next steps in learning.

Coding of work:

CW Copied

SW Shared writing (Whole class – modelled)

GW Guided writing (Group work)

AW Aided work

IW independent work

A Achieved (Put at the end of the L.O. question if a child has achieved it).

Sp Spelling

T target

Verbal feedback has been given

Big writing: All big writes should be coded as either: End of unit, distant learning or cold task.

Layout/presentation of work should be addressed when marking

In all books children start each day on a new page.

At the top of the page is the long date (Short date in Maths) underlined.

Miss a line

Learning objective set out as: L.O. Can I......? Underlined.

Children use pen in all subjects from Year 5. (Children can get a pen licence in Year 4 if writing is neat/joined).

Children's next step should be written at the bottom of a piece of work.

Checklist to support the monitoring of marking and general progression across year groups.

Criteria by which books will be viewed:

- Name and year clearly labelled on front of book.

- Books marked to date – linked to objective.

- Teachers mark in black pen.

- Amount of coverage commensurate with time of the year.

  (For example: A year 1 child will show more stamina in the summer term compared with autumn term).

- Evidence of independent work.

- Evidence of English work taught through foundation subjects.

- Challenges (mastery) for all pupils are evident

- Teacher comments designed to move learning on and result in an action.

- Pupil response is evident and related accurately to comment.

- Self and peer assessment to be in green pen.

- Children can identify how they know progress is made.

- Evidence of extended writing in foundation subject books.

  (Younger pupils once a half term; Y3-Y6 1 extended writing per month).

- Time allowed noted (at least once a fortnight depending on age of pupil). Year 1, 20 minutes (30 minutes in the summer); Year 2, 30 minutes (40 minutes in the summer) Years 3 – 6, 45 minutes.

- Clear improvement/development of skills is evident.

- Targets for Writing, Maths and Science

- Coverage in English and foundation subject books linked to age appropriate targets.