

BLOXWICH ACADEMY PRIMARY

POLICY STATEMENT FOR MARKING AND FEEDBACK

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Rationale:

Quality marking is fundamental to pupils making progress. Feedback and marking should provide constructive feedback to every child focusing on their successes and improvement needs against the learning intentions. Effective feedback will enable children to become reflective learners and help them to close the gap between where they are now and their desired potential.

Purposes:

Reasons for marking

- To recognise, encourage and reward children's effort and achievement, and celebrate success;
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work;
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating 'next steps' in learning;
- To indicate how a piece of work could be corrected or improved against assessment criteria;
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum;
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed;
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved;
- To involve parents more directly in reviewing their child's progress and to help reporting to parents;
- To aid curriculum planning.

Principles:

Marking and feedback should:

- ? Be manageable for teachers;
- ? Relate to learning objective, outcomes and success criteria, which need to be shared with children;
- ? Involve all adults working with children in the classroom;
- ? Give children opportunities to become aware of and reflect on their learning needs;
- ? Give recognition and appropriate praise for achievement;
- ? Give clear strategies for improvement;
- ? Allow specific time for children to read, reflect and respond to marking;
 - ? Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities;
- ? Respond to individual learning needs, marking face-to-face with some and at a distance for others;
- ? Inform future planning and individual target setting;
- ? Be accessible to children;
- ? Use consistent codes throughout the school;
- ? Ultimately be seen by children as positive in improving their learning;
- ? Encourage and teach children to self-mark wherever possible.

Strategies:

Work is marked in black ink.

There are three forms of feedback; Oral, summative feedback and quality formative feedback.

Oral feedback:

It is important that children receive regular oral feedback. The adult will initially talk to the child about how they have met the learning objective, outcomes and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and **VF** is written for verbal feedback. Children of all ages need oral feedback but this is particularly important in the Early Years and KS1 where children may be unable to read a written comment.

Summative feedback/markings:

In Nursery and Reception, the teachers focus on giving oral feedback to the children.

Children complete work in three contexts:

<p>https://www.stamps4u.co.uk/media/image/thumbnail/68208_Smile-Face-Printy-4921_720x600.jpg</p>	<p><u>Independent/Child Initiated</u> Children have done this work completely independently. They have had no help or support. It was not suggested by or led by an adult, but initiated by the child. E.g. at activity time when children have free choice and complete tasks of own choosing.</p>
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	<p><u>Teacher/Adult Initiated</u> Children completed this work after it was suggested/discussed and/or modelled by an adult but then completed independently. E.g. during a focused activity.</p>
	<p><u>Guided/Supported</u> Children have completed this work with some/lots of support and guidance from an adult throughout, either one-to-one or as part of a small group. E.g. during a focused activity or Literacy/Numeracy lesson.</p>

KS1/KS2

- 'LO' Highlighted green – children did their best and met their learning objective
Green highlighter to be used to identify good examples of work/learning.
Pink highlighter to be used to identify areas the children need to re-look at.
- 'Sp' Spelling in black pen x3
- 'WW' Wrong word in black pen
- '^' Missing word
- 'P' Punctuation in black pen
- '/' Paragraph symbol in black pen
- 'VF' Verbal feedback in black pen
- 'TA' Teaching Assistant Support

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 success criteria and secondly, and discretely, on other features.

Quality marking (CLOSING THE GAP MARKING)

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

This should be used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective outcomes and success criteria and improvement needs.

When Quality Marking teachers:

1. Read the entire piece of work.
2. Highlight in **GREEN** examples of where the child has met the learning objective in one colour. (**GO GREEN**)
3. Highlight in **PINK** next to an aspect of the work which could be improved in another colour. (**THINK PINK**)
4. Provide a focused comments (2 or 3 where necessary) which should help the child to '**close the gap**' between what they have achieved and what they could have achieved.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been Quality Marked, time is planned in a future lesson for children to read and write a focused improvement or target based on the improvement suggestion.

Teachers model this process to the children at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond.

Secretarial features:

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. 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. Corrections will be linked to distance marking. (2 or 3 key words or repeated errors highlighted in pink) 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 two or three successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning. Children should use the learning outcome and success criteria to focus their self-evaluation. This can be done as individuals or as a pair.

Shared marking:

Use one piece of work, from a child in the class or the other class to mark as a class, use a photocopy, visualiser or scanner, to model the marking process and teach particular points.

Another strategy is to show two pieces of work, with the same title, and discuss the 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 or guided groups watching the paired marking in action;
- ❑ Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided on as a class and adhered to;
- ❑ Children should alternately, point out what they like first, holding the highlighter pen, and then suggest ways to improve the piece, but only against the learning objective and not spellings, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism;
- ❑ 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?'*)

