

Road Primary School

Marking and Feedback Policy

1 Introduction

At Road Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

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;
- 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.

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 the child's own personal learning targets.
- The child should be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication will be made.
- Comments, where used, should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments, where used, will focus on only one or two key areas for improvement at any one time.
- 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.
- 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.

Reviewed and agreed by Governors: March 2011

Next review March 2013

To be reviewed biennially

Staff responsible Assessment Coordinator

- 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 and the progress they are making towards personal targets.
- 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 (although this may not always be possible for longer pieces of work).
- Staff other than the teacher will initial any work they mark.

Specific marking guidelines are attached under Appendix 1.

4 Implementing the marking policy

The school has a Presentation Policy which must be adhered to by the children and teachers will not accept the work unless this has been followed.

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. 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.

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

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

Children should be encouraged to assess their work ahead of final marking by judging it against the success criteria where possible

Appendix 1

Marking Guidelines

- ❖ Teacher to mark in ink.
- ❖ Comments wherever possible should be positive, constructive and pertinent.
- ❖ In Years 2 – 6 a highlighting system will be used to show children where they have been successful in meeting the objective (yellow), and where improvements can be made (orange).
- ❖ Children will be introduced to the highlighting system during Year R and 1
- ❖ Comments, where used, will guide children in improving their work. These will be in language appropriate to the child's age and ability.
- ❖ Talking partners will be used where appropriate for feedback on marking
- ❖ Teachers should model good handwriting in their marking and feedback

Mathematics

- ❖ Right answer ✓
- ❖ Wrong answer X
- ❖ Dots will be used if there are a large number of errors
- ❖ Reversed digits should always be corrected
- ❖ Correct naming of units should be emphasized (ie 21cm, 100ml etc)

Writing

FS:

- ❖ Correct spellings mistakes will be written above words. Whole sentences will be written at the bottom of the page
- ❖ V indicates verbal comments given ie 'V' finger spaces

KS1:

- ❖ Where appropriate, spelling corrections will be written above
- ❖ Most high frequency words should be corrected
- ❖ V indicates verbal comments given ie 'V' full stops

KS2:

- ❖ Spelling errors will be indicated either by the use of 'Sp' and/or the correct spelling being given
- ❖ // used to indicate a new paragraph
- ❖ ^ used to indicate a word omitted
- ❖ V indicates verbal comments given ie 'V' adjectives