Bratton Fleming Community Primary School – part of The Gateway Federation

Marking and Feedback Policy

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback'."
Professor John Hattie (Influences on Student Learning)

This policy forms part of a whole federation policy for learning and teaching. It relates to the ethos of the federation and has direct links with curriculum planning and assessment.

<u>**Aims & Principles**</u>

Marking and feedback should:

- Help children answer three important questions – (1) **Where am I going?** Teachers need to help pupils answer this question with a clear, mastery-related learning goal, which is challenging and transparent to pupils. (2) **How am I going there?** By providing feedback relative to the individual child's starting or finishing point, not in comparison to other students. (3) **Where to next?** Helping the pupil to choose the next most appropriate challenge which can lead to development of self-regulation over the learning process.
- Provide constructive feedback to every child, focussing on effort, success and improvement needs against learning goals (LGs); enabling children to become reflective learners and helping them to close the gap between current and desired performance.
- Enable children to see marking and feedback as positive, supportive and motivational in the learning process.
- Raise the standard of work and learning throughout the school.
- Help foster independence in and responsibility for the children's own learning, including self-evaluation and peer feedback.
- Inform the teacher and support staff about successes and misconceptions and enable future teaching based on this information.
- Be manageable for all teachers.
- Involve all adults working with the children in the classroom
- Respond to individual learning needs, providing face-to-face feedback with some and at a distance with others.
- Inform future planning.
- Be accessible and inclusive.
- Be related to the learning goals and success criteria which are shared with the children.

Forms of Marking

At Holywell, we recognise that a variety of strategies should be used on a daily basis to enable teachers to empower the learning of our children and as such, a variety of the following methods will be employed by all staff to support our children to become independent and self-aware learners.

Acknowledgement marking – a courtesy look at work that may include a tick (or other positive symbol) and/or brief positive statement.

Self-Marking – children are given the opportunity to mark, correct and edit their own work. This is usually in response to success criteria, learning goals or other adult feedback. A smiley system or traffic light system may also be used so that the child can indicate their own understanding of the learning goals.

Peer Feedback– children are asked to reflect on their learning with a partner. They do this against the 'Success Criteria' or 'Learning Goal' for the lesson.

Distance Marking - done by the teacher (or other adult) away from the child.

The emphasis in marking should be on both success against the learning goal and improvement needed against the learning goal in order to consolidate or advance the child's learning.

A focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. It may be used to move on a child's learning as an extended piece of work is created. When marking writing in depth, the teacher should aim to indicate two strengths and an area for improvement, clearly linked to the learning goal or success criteria.

Time must be planned for children to reflect on and respond to comments, if needed.

The following features form part of Quality Marking:

- Indication of an area where improvement can be made.
- A comment indicating how the improvement can be made in that area.
- Reminder prompts – a simple reminder of what could be improved; for example: 'What else could you say here?'
- Scaffold prompts – providing some support. For example: 'What was the dog's tail doing?' 'Describe the girl's face.'
- Example prompts – give the child a choice of words, phrases or strategies to select from

Summative Marking – is a snap-shot judgement on the standard of a piece of work. This might be used at the start or end of a unit of work through a test or assessment

task. It is only valuable if the information is then used diagnostically and formatively.

Closed Task Marking – associated with tasks such as spelling tests which require an affirmative/negative mark.

Organisation and Practice

As a school, we have agreed:

- Children should be provided with success criteria (verbal or written) for each lesson, related to a learning goal, so that they are clear about the expectation and can evaluate their own work and learning accordingly.
- Teachers and other adults will use a variety of marking and feedback strategies to develop children's self-evaluation.
- Teachers and other adults will model good practice in marking as part of daily life in the classroom.
- Effective feedback will be given to children in a variety of forms depending on the nature of the task and the time available.
- Distance Marking will be effective for the children and manageable and efficient for the teacher.
- A system of marking codes will be used consistently (see appendix) across classes. All children will have access to these codes, on working walls within the classroom, in their exercise books or in an accessible form on their table.
- Time will be planned for children to reflect on, acknowledge and respond to comments written as part of the marking and feedback process.
- Appropriate frequency and depth will be applied to each subject.
- Marking and feedback should be an organic part of planning in the short and medium term.
- Feedback in practical and non-written subjects (such as Music and P.E.) should make use of strategies such as self-evaluation, verbal peer evaluation (against success criteria) and through the use of indicators such as 'thumbs up/thumbs down'. It is the professional responsibility of teaching staff to ensure that verbal feedback is of a high quality in these lessons.
- Teachers and other adults will write comments in a green pen. Children will use purple response pens to address comments. Teachers will follow up the child's response (which may be a simple tick or smiley) in black pen.
- Teachers may use marking codes to indicate whether work was independent, guided or child initiated.

Appendix

Teaching/Learning Marking Codes	
I	Independent work
G	Guided work
CI	Child Initiated (Early years)
VF	Verbal Feedback given

Editing/Redrafting Codes	
(to be used as appropriate to child's understanding and need)	
sp (in margin)	Spelling error
p (in margin)	Missing or incorrectly used punctuation
^	Missing word(s)
//	Paragraphing error
? (in margin)	Writing doesn't make sense (e.g. grammatical error)
U	Date/title need to be underlined