



Marking & Feedback Policy

INTRODUCTION:

At Knypersley First School we take a professional approach to the tasks of marking work and giving feedback on it. All our children are entitled to regular and comprehensive feedback on their learning, which is an essential part of our assessment process and inclusive values. We encourage all children to reflect upon their own learning and contribute to the evaluation of their work and progress.

DEFINITION:

Marking is the interaction between teacher/teaching assistant and pupil which enables effective learning with quality, consistency, continuity, progression and success.

AIMS:

Marking and feedback should aim to:

- show that we value the children's work and efforts, and encourage them to value it too;
- Give the children a clear picture of how far they have come in their learning journey, and the next steps needed to improve and develop their learning further.
- offer the children specific information as to the extent to which they have met the lesson objective/success criteria, and/or the individual targets set for them.
- promote self and peer assessment.
- share expectations and acknowledge achievement.
- gauge the children's understanding, and identify any misconceptions.
- provide a basis both for summative and formative assessment.
- Inform future planning and learning activities.

PURPOSE:

The purpose of marking children's work and providing feedback includes the following:

- identify achievement
- identify learning needs and key priorities for improvement
- share with the child to celebrate success and/or to raise expectation of future success
- check task is completed
- check accuracy and presentation
- check knowledge, skills and levels of understanding.

- seek evidence to support progress, to inform planning, to inform teacher assessment and reporting to parents.

GUIDELINES:

- Not all marking is making marks on children's work.
- Wherever appropriate work is marked alongside the child to enable discussion, explanation and general interaction.
- Marking will be consistent not only in each class but throughout the whole school.

OUTCOMES:

Marking is seen, both by the teacher and the child, as a positive, encouraging experience – a process which enhances self-esteem and self confidence. Success is celebrated, future learning is informed, achievable targets are set and progress is monitored.

The ultimate aim is that through this process of positive celebration and sharing of work, children are encouraged to become confident, independent learners. Children will develop evaluative skills enabling them to reflect upon their own work through shared strategies e.g. success criteria and layered targets, guiding them through the next stages of their learning journey.

HOW WE MARK AND PROVIDE FEEDBACK:

- The most effective marking is often the spoken word of encouragement or praise. Oral comments and feedback will also be used on a regular basis as part of the developmental process for the child.
- When a negative comment or correction is required, often a question is the most appropriate and effective strategy. (Discussion and questioning as the child is working are an integral part of the teaching process).
- Where intervention or correction are necessary give clear explanation and/or attainable targets for improvement. Often this can be done either in discussion or by writing targets elsewhere.
- Marking should relate to the lesson objective/success criteria and, increasingly, the child's own personal learning targets.
- Comments on paper are for the purpose of celebration or to encourage the child to future improvement in content, accuracy or quality.

- Next step comments will focus on only one or two key areas for improvement at any one time related to the lesson objective, however staff will also be expected to comment on the non-negotiables of presentation, handwriting and basic spellings of (Linked to phonic phase or support for spelling.)
- In order to ensure the children receive meaningful, evaluative and developmental comments each child will receive regular targeted marking including 'next steps' comments.
- The child must be able to read/ or will have comments explained to them, as well as having opportunities to respond to such comments in a variety of ways depending on their ability.
- 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.
- Children will be given time to evaluate and provide their own feedback on their progress to date.
- There is an expectation that next steps comments made by the teacher will lead to further improvement and teachers must actively seek evidence that children's work reflects this. This will be by the response the pupils is expected to make to teachers green for growth comment and improvements evident in their future work.
- Teachers will mark by underlining correct work in green, circling omitted capital letters and full stops in blue or black ink.
- Teachers will write constructive feedback comments relating to the lesson objective using a black/blue ink pen accompanied by coloured dots (green- achieved, orange - needing more reinforcement, red- not yet understood)
- All written comments by teachers/teaching assistants must follow the schools handwriting scheme and model the appropriate letter formation and high quality of presentation expected from the children.
- To enable children with dyslexic characteristics to access marking and feedback, picture symbols are to be used and agreed between the child and staff supporting the child's learning.

MARKING /FEEDBACK APPENDIX

- All pieces of work must include a date and title and the lesson objective dependent on the age/ability of the pupil.
- Children's work will be completed in pencil until pen is introduced when the child is ready. (sometime during year 4)
- Children will use erasers at the discretion of the teacher, otherwise cross out mistakes with a single line (Years 1-3) and brackets with a x in Year 4.
- Teachers will comment on spelling and grammar to support the child's development when:
 - spelling and grammar were part of the lesson focus
 - it is a spelling of a Common Exception Word that the pupil should know
 - if it is something related to the child's target

MARKING/FEEDBACK CODES

The following codes should be adopted by all teachers/teaching assistants throughout the school:

- **Green dot/underling** - objective/criteria achieved.
- **Orange dot/underlining** - objective/criteria needing more reinforcement
- **Green underlining** - evidence of achieved criteria.
- **Orange underling** - misconceptions/area to edit/reinforcement
- **IW** - Independent work
- **AW** - Assisted work
- **GW** - Guided work
- **VF** - Verbal feedback if discussed with an adult
- **Picture/symbols** - (example: finger for finger spaces) used in cases where the child has Dyslexic characteristics.

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