

Holme Upon Spalding Moor Primary School

Marking and Feedback Policy

Purpose

This policy acts as a guide to marking to ensure a commonality of expectation and consistency of approach throughout school.

Rationale

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Aims of Marking/feedback

1. To indicate where children have achieved targets and for the teacher to assess progress against targets/ learning intentions.
2. To provide a dialogue with the child and indicate the next stage in their learning and to indicate where they are in terms of their own learning; setting new targets where appropriate.
3. To involve pupils in their own learning and / or assessment and to promote higher standards.
4. To correct errors and clear up misunderstandings.
5. To recognise achievement, presentation and effort, in order to promote positive attitudes.
6. To provide constructive feedback.
7. To identify pupils who need additional support / more challenging work and the nature of the support / challenge required.
8. To aid curriculum planning.
9. To give pupils the opportunity to improve speaking and listening skills by giving them specific and focussed opportunities for discussion of their own work or the work of other pupils.

Objectives

At Holme Upon Spalding Moor Primary School marking:

- Follows consistent practice throughout the school
- Is positive and constructive with appropriate praise given.
- Is related to needs, attainment and ability
- Is related to specific targets, learning objectives and success criteria which are shared and made clear to the pupils in advance
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Sets targets for children to ensure pupil motivation and involvement in progress
- Establishes a written and/or verbal dialogue between teacher and child

Types of Marking

Quality Marking

This is 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 intention and improvement needs.

When Quality Marking teachers:

1. read the entire piece of work.
2. provide a focused comment 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.

Characteristics of effective feedback

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', i.e. pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Pupils should be helped to find alternative solutions if repeating an explanation lead to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important- oral feedback is as effective as written feedback.
- Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so.

Feedback Strategies:

1. Probing questions need to be included to clarify pupil's understanding.
2. Wait time for answers – question and explore answers together, no hands up.
3. Give pupils time to act upon feedback / marking and absorb comments.
4. What did you think? Anyone with a different answer? Which of these do we go with?
5. Teachers need to develop their own range of approaches.
6. Use of Visualiser equipment

Self marking

Pupils should self-evaluate wherever possible. They can follow the same process as staff and look for successes and improvement. This information can be effectively used in the plenary.

Shared marking

This can be work from a pupil in the class or from another class. This can be done in pairs, as a group using paper, or as a class on a Visualiser or the interactive whiteboard. Two pieces of work with the same title can be compared and used as a discussion point.

Paired marking

Is where pupils mark/evaluate each other's work together, looking first at one piece and then at the other.

This would not be expected to be used until pupils reach KS2 but there will almost certainly be some pupils who are ready to do this by the end of KS1. Pupils will be trained to do this through modelling with the whole class, watching paired marking in action. Ground rules should be put up around the classroom, covering aspects such as listening, interruptions, confidentiality etc.

It is helpful to differentiate between 'corrections' and 'improvements' when pupils respond to marking and feedback:

Corrections

- Are done for simple 'right or wrong' surface features or transcriptional errors e.g. spellings the child should know (will differ from child to child and usually just 2 - 5 key words, depending on the child), incorrect letter formations, capital letters and full stops (for older children who simply forget), reversal of numbers in maths - often those errors which arise out of forgetfulness or laziness
- Don't need to be done for everything, every time
- Help to prevent children from reinforcing errors - the errors corrected are things children need to be getting right automatically, so their thinking can be directed to the quality and effectiveness of their writing or their maths work. Set the tone - if something has been taught or is on the wall, it's perfectly reasonable to expect the child to get it right and children need to know this
- Can be done quickly and independently.
- Don't need to take valuable literacy or maths lesson time
- Need an acknowledgement mark.

Improvements

- Are much 'weightier' than corrections
- Are short but highly focused and relate to the quality, structure or effectiveness of the writing or in maths, guidance as to how the learning can be taken forward
- Result in an actual *improvement* to the writing or maths work
- May need adult help, e.g. some reteaching, modelling etc (whole class or group, whatever is most appropriate), before being undertaken. This requires a flexible approach to planning but goes a long way to meeting the needs of all children and 'closing the gaps' in learning
- May need a prompt as part of the marking, either to make the child think or to show the child what you mean:
- Are an integral part of the teaching and learning within a unit and, as such, are carried out in literacy or maths sessions, often at the start before moving onto the new learning
- Need to be acknowledged

Marking/ feedback Code

Remember – these need to be kept to a minimum.

F means oral feedback was given

P means response partners were used

Ticks or crosses may be used for Summative marking e.g. in mathematics

LI met / or not met means the learning intention has been achieved or not

T – Target to be written on individual target cards

Marking to be done in blue or black ink