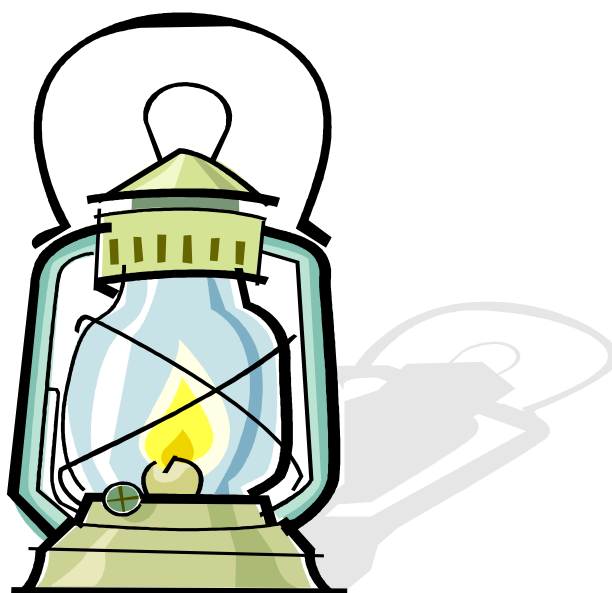




EFFECTIVE FEEDBACK AND MARKING POLICY



“Shine like a Lantern in the presence of the Lord”

Approved by:

Head Teacher

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Signed

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INTRODUCTION

An Effective Feedback and Marking Policy sets the context for how teachers respond to pupils' learning. This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How pupils' work is received and marked, and the nature of feedback given to them, will have a direct bearing on learning attitudes and future achievements.

We believe that feedback and marking should provide constructive feedback to every pupil, focusing on success and improvement needs against success criteria in English and learning objectives in maths; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

“The most powerful single moderator that enhances achievements is feedback”. John Hattie, 1999

AIMS

- To recognise, encourage and reward pupils' effort and achievement and celebrate success.
- To involve pupils in their learning journey.
- To provide a dialogue between teacher and pupil which enables appropriate feedback about strengths and weaknesses of the pupil's work.
- To indicate how a piece of work could be improved against the success criteria.
- To set future targets by identifying the next steps in learning (EBI “Even Better If”).
- To improve a pupil's ability to review their own work.
- To help report the pupil's progress to parents.
- To inform curriculum planning.
- To ensure a consistent approach to feedback by all staff.
- To provide information on levels and types of support given to individual pupils.

PRINCIPLES

Effective feedback should:

- Relate to the learning objective and/or success criteria.
- Be positive and constructive.
- Involve the pupils at some level.
- Provide opportunities for the learner to improve on their work.
- Impact on future teaching and learning.
- Differentiate according to the learning needs of individual pupils.
- Be developmental across the age range.
- Avoid explicit ability.

ORAL AND WRITTEN FEEDBACK

Feedback can be oral or written, according to the ability/task and age of the pupil. It needs planned time for pupils to respond or make an improvement, but is most powerful when included in the fabric of the lesson.

MANAGEMENT OF MARKING AND FEEDBACK

It is important that marking is manageable for teachers and has an impact on pupils' learning. Not all pieces of work can be "quality marked" It is the expectation that every other piece of work in English and Maths is 'quality marked'. Some pieces of work will just be initialled, but at a later date the remaining areas will be addressed through a different learning objective.

BASIC ENGLISH SKILLS

Poor punctuation and grammar should be seen as an opportunity for reflection and improvement across the curriculum. However, we recognise that pupils cannot focus effectively upon too many things at one time. We should therefore be selective when asking pupils to correct punctuation and grammar; 'work should not be a sea of red ink!' The best marking tries to capture a pattern of errors.

When work is finished, pupils should be asked 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, but select 2 or 3 incorrect words using their green editing pen.

SELF MARKING

For closed activities, pupils should self-mark wherever possible. This can also be used to teach particular points at the same time. For example, give 5 questions instead of 10. At the end of the activity spend 10 minutes marking with the pupils, whilst discussing strategies used/not used. SA = Self-Assessment.

SELF AND PEER ASSESSMENT

Pupils should be encouraged to mark their own work as well as their peers. They should also mark against the success criteria so they know what they are looking for in the piece of work they are marking; the success criteria can be provided by the class teacher or pupil generated. This should not purely be an exercise that focuses on presentation and spelling. Green highlighters to be used by the pupils for self and peer marking. PA = means peer marked, SA = self-assessment.

RESPONSE TIME

Written feedback should be accessible to pupils, in order for them to respond and improve upon their work. Children should be given tasks to do in bubbles at the end of a piece of work. Time should be given for pupils to read the feedback; this should be at the start of lessons and identified on plans as bubble time. In this time, children should make focused improvement based on the teacher's comments.

IMPLEMENTATION

Pupils should be clear about the way in which their work will be marked. Visualisers will frequently be used to share enlarged copies of pupils' work; to provide clarity teachers will model the feedback/marking process to their class.

SUPPORT


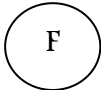
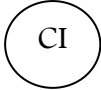

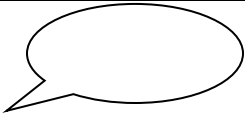
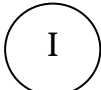
Where pupils require significant levels of support, a clear indication of the type and amount of support given will clarify levels of understanding and progress. Where pupils are unable to read or understand written marking, an adult will ensure that verbal feedback is given at a level appropriate to the pupil.

APPENDIX 1
SUMMARY OF STRATEGIES

STRATEGY	PURPOSE	CLASSROOM PRACTICE
1. Share the learning objective	To inform pupils of the purpose and focus of their learning.	<ul style="list-style-type: none"> • Written on class board • Displayed in classroom • Verbally shared and discussed / explained at beginning of lesson
2. Make content of the learning objective clear	To enable pupils to make sense and understand what they are learning.	<ul style="list-style-type: none"> • Always converted to “pupil speak” • Key vocabulary defined • Learning intention broken down to make it clear and focussed • Make pupils aware of the context
3. Create success criteria	<p>Pupils know what to do to complete the activity and achieve the learning objective.</p> <p>Pupils know the criteria that the teachers use to evaluate their work.</p>	<ul style="list-style-type: none"> • Ask pupils “What will you need to do?” • Agree success criteria with pupils • Break down the activity into chronological steps • Visually display for the pupils to refer to throughout the lesson • This can be built together as a class
4. Mark against success criteria	<p>To enable teachers to accurately match their marking to what has been learnt by the pupils.</p> <p>Pupils are clear about what they have learnt and how they can develop further in this area.</p>	<ul style="list-style-type: none"> • Highlight these aspects of work in yellow which successfully meet the success criteria
5. “Closing the gap” BUBBLES!	To provide opportunities for learners to improve/ extend their work	<ul style="list-style-type: none"> • Insert a bubble where some improvement/ extension can be made
(a) Reminder prompt	To remind pupils of what needs to be improved. (This strategy is most suitable for more able pupils, as the majority need more support)	<ul style="list-style-type: none"> • Written comment e.g. “<i>say more about how this person looks</i>”

(b) Scaffolding prompt	To provide structured support which is very specific about what area the pupil needs to improve	<ul style="list-style-type: none"> • Written comment in the form of a question, directive or unfinished sentence e.g. <i>“Can you describe how this person is a good friend?”</i> or <i>“He showed me he was a good friend when ...”</i> or <i>“Describe something that happened which showed you this person was a good friend”</i>
(c) Example prompt	To provide a prompt which gives the pupil a choice of actual words or phrases (most suitable for below average or younger pupils)	<ul style="list-style-type: none"> • Written or verbal suggestions from which the pupil can choose, or write their own e.g. <i>“He is a good friend because he never says unkind things about me”</i> or <i>“My friend is good because he always plays with me”</i>

APPENDIX 2
CODES/SYMBOLS FOR MARKING

	Mark	Meaning
	Write LO Met - highlighted in yellow	Objective was met by the pupil
	Highlight in yellow in text	Well done. LO met/LO nearly met/ LO not met
Y1-Y6		How can we make this part of your work better? How can we <u>extend</u> your thinking? Read your teacher's comments or question, and reply!
Y1-6	Ap	Apostrophe missing
Y1-6	EBI (Even Better If ...) WWW (What Went Well)	To the learning objective in conjunction with yellow highlighting
Y1-6	LF	The pupil is not forming a letter correctly within their writing
Y1-6	LS	The sizing of a letter is not correct
Nursery		Focus
Nursery		Child initiated
Nursery		Next step for learning
EYFS	Highlight in yellow	High frequency words spelt correctly
EYFS		To track communication and language progress in 'Busy Books'
EYFS		Work was completed independently
Y1	VF	Verbal feedback was given in response to bubble

KS1+	I wentthe shops ^		There is a word or words missing
	...house.//The next day I..		You need to start a new paragraph or a new line
	I/went/to the shops		A space is needed in between these words
	←←		You need to write next to the margin
Y2-6	ET		Elicitation Task. To be used at the beginning of a new topic
Y1-6	MC		Mastery checkpoint. To be used at the end of a Maths topic
Y1-6	S (blue pen – with commentary)		When a Learning Assistant has worked with a child on part/all of their work
N-6 – See below for example of support			
M			Modelling of the task
VI			Verbal Instruction
I			Independent aspect of the work produced
C			Copied from adult input
Y1/2	Next to error	CL	Capital Letter missing
		FS	Full stop missing
		Sp	Spelling error
		C	Comma missing
		QM	Question mark missing
		VF	Verbal feedback
Y3/4/5/6	In the margin	CL	Capital Letter missing
		FS	Full stop missing
		Sp	Spelling error
		P	Incorrect / missing punctuation
		C	Comma missing
		QM	Question mark missing
		T	An incorrect tense has been used
		LF	A letter has been incorrectly formed
		LS	The letter is not the correct size
		VF	Verbal feedback
		?	A sentence does not make sense

Pupils mark and highlight in green

Learning Support Assistants to use a blue pen to indicate when scaffolding is provided.

LSA to initial / date the pupil's book together with a comment of support given.