

Marking and Feedback

Four out of the top five factors that have the biggest influence on learning involve live feedback:

- **Assessment literate students** (students who know what they're learning, have success criteria, can self assess etc...)
- **Providing formative evaluation and Feedback** (Through talk partners, mini plenaries – learning from teachers and peers)
- **Classroom discussion** (talk partners, discussing questions asked by the teachers and co-operatively improving their learning)
- **Teacher – Student relationships.** (Those teachers with whom we build purposeful relationships, are the ones we worked hardest for).

At Sholing, we recognise that the most valuable feedback is at the point of learning. We also recognise that feedback from the child is most powerful in our understanding how a pupil is progressing through their learning. Children must be clear that we value their work through oral and written feedback. Our marking policy reflects this.

Oral feedback should identify both **positives** and **next steps** so that the child has a clear understanding of how to move their learning forward. This intervention will prompt deeper thinking and swiftly address misconceptions during lessons. **All verbal interactions will be acknowledged with VF in the child's book. The pupil or the teacher can add this in the margin.**

Next Steps can be either written, or printed. Children respond to next steps in pink pen. Children must be given time to improve the quality of their work. In maths, a child's next step is often the next stage of the learning journey, although it could also something else for example, corrections or an explanation which deepens learning.

It is likely that books show a range of feedback styles throughout a single lesson. Feedback should always be seen as a tool to move the learning forwards.

Live marking will be undertaken by the class teacher and the TA will live-mark as directed. Any feedback that arises will be shared at the point of learning. The vast majority of the class would be expected to have been live marked or had some form of feedback depending on the lesson. **As feedback is most effective at the point of learning, the vast majority of marking will take place at this time. All other work will be acknowledged. If detailed comments are to be added, they must be comments that support progress. Children must be clear that we value their work through oral or written feedback throughout their learning.**

Children will be expected to mark their work and the work of others on occasions. This will be done in pink pen. The accuracy must be monitored and the marking expectations must be demonstrated (for example, using a visualiser). Children will use red, orange, green boxes for self-assessment. This aid teacher's assessment for learning. Intervention 'top ups' will

occur sooner as a result. Interventions should be carefully planned to avoid disrupting other curriculum subjects or key learning.

Although there will be many formative assessment opportunities throughout a lesson, we must be conscious not to disrupt the flow of learning. All of the examples below could take place 1:1, within a learning partnership, a small group and on occasion, as a whole class.


Work that is supported in anyway will be clearly indicated. If there were no indication on the piece, it would be considered independent work.


Any kind of feedback process should be manageable and should not impact negatively on staff wellbeing.


Examples of Effective Marking and Feedback	
Seeing and analysing a variety of examples at the beginning and throughout.	
Constant review throughout the learning journey.	
Learning partners identifying success and making improvements throughout the process.	
Marking and discussing content, one book at a time with a partner.	
Improvement making, made with class using visualizer or photographs on the IWB.	
Focus purely on success criteria and how to make improvements.	
Enjoy learning being celebrated and critiqued sensitively by the class	
Read the work aloud, to yourself or a partner.	
Sharing and using good ideas from peers.	
Striving for excellence in the editing process.	
All work acknowledged and if necessary, comments that support progress.	
Use symbols to signpost the process e.g. VF – Verbal feedback, Peer Assessment etc...	


Marking Symbols


Symbol	What it means.	What I have to think about or do.
O _{+P} <small>in the margin</small>	Missing punctuation.	Which type of punctuation have I missed? Add it in the circle.
//	New paragraph.	You needed to start a new paragraph here. Why should it have been a new paragraph?
?	Meaning not clear.	Please re-read and correct this so the work is clearer. You might want to get a friend or a teacher to read it to you because this helps.
✓✓	Excellent work.	Why is this work so outstanding?
^	Missing word.	Please re-check this work, adding missing words.
VF		Verbal Feedback has been given, explaining how the work can be improved or amended.
SP	Spelling.	If your spelling appears in the margin, copy it three times below it. If not, look up the correct spelling in a dictionary and write it three times in the margin.
NS	Next Steps Highlighted.	This is what you need to do to make your work even better.
(C)	Check work.	You need to check and correct this work/question before moving on.
(S)	Stamp or sticker.	Superb work/effort
(HP)	House point.	Superb work/effort

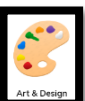
LO:
 History


LO:
 Science

LO:
 Music

LO:
 Computing

LO:
 Geography

LO:
 Art & Design

LO:
 R.E.

LO:



LO:



LO:

