

Marking & Feedback Policy

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Headteacher

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Trinity St Stephen Marking & Feedback Policy

Introduction:

At Trinity St Stephen First School, we believe marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions. This is aimed at enabling children to become reflective learners and to close the gap between current and desired practice - sometimes this will be done through marking and sometimes through oral feedback, either individually or whole class.

Improving learning through assessment is aided by the provision of effective and constructive marking and feedback to every child. Marking and feedback is an important aspect of the formative assessment of individual children's progress and achievements and aids the setting of future programmes of study and targets. It enables teachers to identify and share with children what they need to do in order to improve their performance.

Aims:

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment that should inform future lesson-planning and individual tracking of progress.

Principles:

Marking and feedback should:

- Give recognition and appropriate praise for achievement, progress and effort, showing we value children's work;
- Give pupils opportunities to become aware of and reflect on their learning needs;
- Allow specific time for children to read, reflect and respond to marking, in some instances, correcting mistakes;
- Ultimately be seen by pupils as positive in improving their learning;
- Be accessible to pupils;
- Respond to individual learning needs;
- Give clear strategies for improvement, focusing on one key area for improvement at any one time;

- Relate to learning intentions which are shared with pupils;
Involve other adults within the classroom as appropriate;
Encourage and teach pupils to self-mark and self-evaluate;
- Inform future planning and individual target setting;
- Be appropriate to the age and ability of the child;
- Be regular, frequent and timely (always before the next session of learning);
- Be manageable for teachers;
Be consistent throughout the school.

Strategies:

Marking children's work can have different roles and purposes at different times and can involve both written and oral feedback.

Summative marking/feedback

This usually consists of ticks and other simple marks associated with closed tasks. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning. Wherever possible, pupils should self-mark, or the work should be marked as a class or in groups.

Formative marking/feedback

With oral feedback in the course of a lesson, teachers' comments to children should focus primarily on the learning intention; other issues should be dealt with quietly and individually.

Not all pieces of work can be quality marked, and teachers will use their professional judgement to decide whether work will be acknowledged or given detailed attention. As a minimum, in Literacy and Numeracy, every child should experience quality, developmental marking at least three times a week.

Emphasis in marking should be focused on the success against the learning intention, and improvement needs for further success.

Secretarial features

To enable focus on the learning intention, secretarial features not part of this intention (punctuation, spelling, grammar for example) should not be marked rigidly. When work is finished, pupils could be asked to check their work, amending where necessary.

Self-marking

Pupils should self-evaluate where possible, identifying their own successes and looking for improvement points. The plenary can focus on this process as a way of analysing the learning. Pupils may be asked to mark their work in pairs, to engender discussion about the work.

Shared or paired marking

Teachers should model the marking process at regular intervals (teaching particular points at the same time). This is aimed at enabling more effective self-evaluation subsequently.

Marking Procedures:

1. Marking should be performed consistently and in line with the Trinity St Stephen First School marking guidelines (see Annex A and Annex B), with which the children should be familiar.
2. All adults (including classroom assistants and supply teachers) who work with the children should use the marking guidelines.
3. Marking should be age appropriate, clear and written in a contrasting colour which should not dominate the childrens' work. Highlighters may be used (Green: positive, Pink: think again) but sensitivity in not devaluing the child's work with lots of pink should be considered.
4. The marking system should be constructive and formative, following the Next Step guidance in Annex A (writing), Annex B (maths).
5. Wherever possible, marking and feedback should be related to a clear learning objective and the success criteria which have been shared with the children. This may mean that some aspects of writing are unmarked.
6. Spelling, punctuation and grammar should not be asked for in every piece of work as children cannot focus on too many things at once. However, children should be asked to check their work and read it through when they have finished working.

Teachers should comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus/objective/success criteria;
 - if it is a spelling/high frequency word that all pupils should know;
 - if it is related to the child's target.
7. Errors made by many children should not be the subject of individual comments, but should be noted in planning.
 8. Marking and feedback should be carried out as soon as possible after the work has been completed.
 9. Children's work may be displayed even if not perfect in terms of secretarial issues.
 10. Good presentation is expected and may be commented on after the learning intentions have been considered.

Feedback and improvement strategies:

Feedback should be timely (as soon as possible), consistent and constructive, with one or two clear improvement objectives.

Through discussion, children need to be made aware that marking is a way to help them improve their learning.

Work should be marked sensitively and with discretion and children should be expected to assimilate a limited number of corrections at one time.

Feedback should be in a language that the child understands and should vary according to age and ability.

Feedback can identify a child's key learning difficulties.

Recognition and Praise:

Focusing on the positive side of a piece of work will promote self-esteem.

Teachers mainly mark by comment (in preference to marks out of ten, or levels).

Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps, stickers and golden points may be used as appropriate.

Quality work may be celebrated and shared with the class or in Celebration Assembly.

Policy Review Plan

Review to be undertaken every three years.

Trinity St Stephen First School acknowledges the use of materials prepared by the above-named organisations in the preparation of this policy:

Bill Quay Primary School
Cavendish Primary School
Hardwick Primary School

Annex A (Writing)

Next Steps

- 1) Pay attention to how oral feedback is given particularly taking care to ensure:
 - a. That feedback is specific and refers to what was done previously: for example – *“You have put capital letters at the beginning of every sentence here but before, here, you only did it on some sentences – well done”*
 - b. That feedback focuses on what is CORRECT rather than what is INCORRECT
 - c. Praise ACTIONS or EFFORT rather than the person: for example, *“You listened well through all of carpet-time today, well done.”*
 - d. When you give ‘next steps’ they are SMART – (Specific, Measurable, Achievable, Realistic and Time-related) ... so, *“Now you have capital letters at the beginning of sentences, I want you to try to remember to put a full stop, question-mark or exclamation mark at the end of your sentences.”* rather than, *“you need to improve your punctuation.”*
- 2) Begin to use the language of ‘Next Steps’ with children in oral feedback
- 3) Identify which subject area(s) you are going to introduce ‘Next Steps’ in written feedback and then begin to use ‘Next Steps’ stickers to highlight this.
- 4) Build time in the learning day for children to read and respond to their next steps.
- 5) Encourage all adults to challenge children to talk about their ‘Next Steps’ in particular
 - a. Asking children what they’ve been told they need to do next
 - b. Asking children what they have done about the ‘next steps’ that they’ve been told about

PEER MARKING

Children should be encouraged to take part in the marking and assessment of their own work and that of their peers following the same principles as for marking by adults. To do this they need:

- To be provided with clear criteria for their marking such as child’s speak copies of the learning objectives, marking ladders or published materials such as those in ‘Models for Writing’.
- Opportunities to listen to writing being read aloud to help them focus on aspects other than immediately obvious ones such as handwriting or spelling.
- Clear guidelines on how to give positive but helpful feedback such as ‘Next Steps’.

Annex B (Maths)

Ideas for good feedback in Maths

1. **Rewrite or remodel an example of a calculation:** *Now you try this one...*
2. **Ask a question or make a statement:** *Can you see where you have made a mistake? Check your place value in question... I make the answer to question 5... am I right? Two of your answers are wrong, can you find them? Remember one hundred and two is 102 not 1002*
3. **Use colour,** *for example the pink and green highlighters – DO NOT cover a child's work in pink.*
4. **Ask a closed question relating to the learning to check learning:** *If I start counting back in tens from 94, would I say 72? Explain your answer. OR Put these numbers in order from smallest to largest 435, 293, 888, 210*
5. **Ask an open question related to the learning:** *Tell me two two digit numbers with a difference of 12, what even numbers lie between 12 and 22? Give me 3 addition calculations with an answer of 20*
6. **Finish a sentence:** *26 can be partitioned into a ___ and a ___, Two numbers that are < than 200 are ___ and ___, Acute angles are... , Two of the factors of 12 are...*
7. **Ask for an explanation:** *A chocolate lover is offered $\frac{1}{2}$ a bar of chocolate or $\frac{3}{5}$ of a bar of chocolate – which one should he choose? Explain. Explain why 13 cannot be a multiple of 5, How do you know that 16 is a square number?*
8. **Encourage reflection:** *Have you thought of all the possibilities? Can you prove this? Why did you use this method? Is there another way you could do this?*