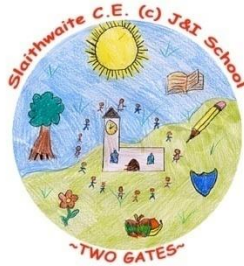


Slaithwaite CE J & I School



Marking and Feedback Policy

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Marking and Feedback Policy

Aims

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Guidelines

Marking and feedback should:

- Be manageable for teachers.
- Relate to learning intentions, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written), to ensure equality across subjects and abilities.
- Take a positive approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning intention.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future and individual target setting.
- Be accessible to children.
- Use consistent codes throughout the school.
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark wherever possible.

Strategies

Formative feedback/marking

With oral feedback, in the course of a lesson, teachers comments to children should focus firstly on issues about the learning intention and secondly, and in a whisper on other features.

Quality Marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant'). With English narrative writing, codes can save time and make the feedback more accessible to the child: highlight three things (maybe two or even one per child with younger children) which are best against the learning intention and put an arrow where improvement against the learning intention could take place, including a 'closing the gap' comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful 'closing the gap' comments are:

- A **reminder** prompt (e.g. what else could you say here?).
- A **scaffolded** prompt (e.g. what was the dog's tail doing? 'The dog was angry so he....', Describe the expression on the dog's face).
- An **example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes')

Secretarial features

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. When work is finished, ask children 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, or they are likely to write further misspellings or waste time looking words up.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Self- marking

Children should self-evaluate wherever possible. Children can identify their own three successes and look for improvement points. The plenary can focus on this process as a way of analyzing the learning.

Shared marking - whenever possible

Using one piece of work from a child in the class to mark as a class, using OHP, at regular intervals, models the marking process and teaches particular points at the same time.

Another strategy is to show two pieces of leveled work, with the same title and discuss their differences. These are also put on display in the classroom.

Paired marking

Before ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking should not be introduced until Key Stage 2, unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modeling with the whole class, watching the paired marking in action.

- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided, and then put up as a poster.
- Children should, alternately, point out what they like first, holding the highlighter pen, and then suggest ways to improve the piece, but only against the learning intention and not spelling, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.
- Paring need to be based on someone you trust - best decided by teacher.
- Pairings should be ability based, of two middle, two brighter or one middle and one lower together.
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each others work together (e.g. 'I think this bit shows how the character feels, what do you think?')

Organisation

- The first 5 - 10 minutes of lesson should, wherever possible, be used to get around the class to establish understanding and act on it where the work is too easy or too difficult.
- Where possible, children should be encouraged to self-mark.
- Set less work, especially in literacy and mathematics, so that time can be allowed to go through work and mark as a class.
- Wherever class discussions take place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings.
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers.
- When work has been distance marked, time should be given for children to read and then make one focused improvement based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted on by the children.

Policy Reviewed - October 2017

Interim Review - October 2018