

Slaithwaite CE J & I School



Marking and Feedback Policy

P
O
L
I
C
Y



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 objectives; 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 objectives, 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 within the context of marking towards the learning objective.
- 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 a positive way to improve their learning and achievement.
- 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 objective and secondly, and in a whisper, on other features.

In-depth Marking

Not all pieces of work can be marked in depth. Teachers need to decide whether work will simply be acknowledged or given detailed attention. However, English and Maths work does need to be marked much more carefully, and in more detail, than other subjects.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both success against the learning objective, and improvement needs against the learning objective. Focussed 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 writing, we **highlight** aspects of the piece which evidence success against the learning objective and may also include written comments to explain/elaborate on their success. In addition to this, we also put a thought bubble to suggest where improvement against the learning objective could take place, including a 'closing the gap' or 'next steps' comment. Celebrations of success and suggestions for improvements may also be made verbally. Useful 'closing the gap' or 'next steps' comments are:

- A **reminder** prompt (e.g. *what else could you say here? Could you add some adjectives here? Remember to punctuate a fronted adverbial with a comma. Remember to use capital letters at the beginning of every sentence.*).
- 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. What could you hear?*).
- 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'. 'Perhaps 'carefully tiptoed' would sound better than 'went' here?'*)

Secretarial features

Spelling, punctuation and grammar should be addressed as often as possible. For example, if children are persistently using capital letters unnecessarily in the middle of a sentence, this should be pointed out to them & corrected. Likewise, if children are continuously spelling high frequency words incorrectly, this should be addressed as much as possible in order to enable the child to spell these correctly in future pieces of work. (Usually by underlining the mistake and writing the correct spelling at the bottom of the page and asking the child to re-write 3 times.) When work is finished, the children should be encouraged to check for things they know are wrong in their work when they read it through.

Peer and Self-Assessment

Self- marking

Children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points. The plenary can focus on this process as a way of analysing the learning. Children should also be encouraged to self-correct their own mistakes as they realise they have made them.

Shared marking - whenever possible

Using one piece of work to mark as a class or a group, using a scanned piece displayed on the Interactive Whiteboard or an A3 photocopy, at regular intervals, helps to model and reinforce the marking process as well as teaching particular points at the same time.

Another strategy is to show two pieces of assessed/levelled work (Working Towards; Working At; Working within a Greater Depth), with the same title and discuss and highlight their differences. These can also be put on display in the classroom for children to refer to in future lessons.

Paired marking

Towards the end of a lesson, children should sometimes be asked to mark written 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 modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided, and then revisited regularly.
- Children should, alternately, point out what they like first, holding the highlighter pen, and then suggest ways to improve the piece, mainly against the learning objectives and not too much on spelling, etc. Children choose a few things that have been done well and just one thing that they feel could be improved, which helps to avoid over-criticism. Positive elements can be highlighted and improvements written with a thought bubble.
- Pairing works most effectively when children work with someone they trust and work well with - in some cases this may be best decided by the teacher, in others the children choose whom they would like to work with.
- Pairings don't necessarily need to be ability based - sometimes two pupils of similar ability are best and on other occasions it is more helpful to have mixed ability pairs.

- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. 'I think this bit shows how the character feels, what do you think?' 'I really like the way you have included sarcasm - is there enough or could you have added more?')

Organisation

- The first 5 - 10 minutes of an independent task should, wherever possible, be used to get around the class to establish understanding and adapt tasks accordingly where the work is too easy or too difficult.
- Where possible, children should be encouraged to self-mark.
- Ensure that time is built in to the lesson for the children/class to reflect, edit and improve their work.
- 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 (after the lesson or at the end of school) 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 try to make one focussed improvement based on the improvement suggestion. In order for the marking to be formative, the information needs to be used and acted on by the children. Obviously, with such large classes, particularly in Key Stage 2, and the time restraints of such a busy and varied curriculum, it is not always possible for children to improve every piece, however we do try to encourage children to keep in mind their points for improvement and try to evidence these in the next piece of work that they produce.

As a school we use a range of codes whilst marking, which help to reduce the amount of time spent on each piece of work and aim to be as clear and succinct as possible to ensure clarity. These are explained in the *Appendix* of this policy.

Policy Reviewed - March 21

Interim Review - March 2022