



Kingsfield First School Marking & Feedback Policy

INTRODUCTION:

At Kingsfield First School we take a professional approach to the tasks of marking work and giving feedback on it. All our children are entitled to regular and comprehensive feedback on their learning, which is an essential part of our assessment process and inclusive values. We encourage all children to reflect upon their own learning and contribute to the evaluation of their work and progress.

DEFINITION:

Marking is the interaction between teacher/teaching assistant and pupil which enables effective learning with quality, consistency, continuity, progression and success.

AIMS:

Marking and feedback should aim to:

- Show that we value the children's work and efforts, and encourage them to value it too;
- Give the children a clear picture of how far they have come in their learning journey, and the next steps needed to improve and develop their learning further.
- Offer the children specific information as to the extent to which they have met the lesson objective/success criteria, and/or the individual targets set for them.
- Promote self and peer assessment.
- Share expectations and acknowledge achievement.
- Gauge the children's understanding, and identify any misconceptions.
- Provide a basis both for summative and formative assessment.
- Inform future planning and learning activities.

PURPOSE:

The purpose of marking children's work and providing feedback includes the following:-

- Identify achievement
- Identify learning needs and key priorities for improvement

- Share with the child to celebrate success and/or to raise expectation of future success
- Check task is completed
- Check accuracy and presentation
- Check knowledge, skills and levels of understanding.
- Seek evidence to support progress, to inform planning, to inform teacher assessment and reporting to parents.

GUIDELINES:

- Not all marking is making marks on children's work.
- Wherever appropriate work is marked alongside the child to enable discussion, explanation and general interaction.
- Marking will be consistent not only in each class but throughout the whole school.

OUTCOMES:

Marking is seen, both by the teacher and the child, as a positive, encouraging experience - a process which enhances self-esteem and self confidence. Success is celebrated, future learning is informed, achievable targets are set and progress is monitored.

The ultimate aim is that through this process of positive celebration and sharing of work, children are encouraged to become confident, independent learners. Children will develop evaluative skills enabling them to reflect upon their own work through shared strategies e.g. success criteria and layered targets, guiding them through the next stages of their learning journey.

Strategies For:-

1. Quality Marking & Formative Feedback

Marking is one aspect of the judgement for teaching in an Ofsted inspection.

This is because marking is completed to improve the rates of progress pupils make. We must make sure our marking aids progress by making it simple, consistent and that it informs a child of how they have done and how they can do even better in **relation to the lesson focus**. The following are strategies to follow to ensure consistency in how we mark for our pupils:-

- ❖ In magical writing use the punctuation triangles (see below). Once responded to, children highlight their responses eg, by adding a full stop or inverted commas.
- ❖ Use abbreviations such as AW IW GW in every piece of work etc.
- ❖ Continue to address spelling issues and select words to practise relevant to their child's ability.
- ❖ Address handwriting and formation as a point for children to respond to.
- ❖ All comments must be made in relation to the LO.
- ❖ Teachers **must not** use general comments such as good try, lovely work.
- ❖ Instead use comments such as great adjectives or super sentences, well done you have used..... accurately - linked to what you were looking for.
- ❖ Use **GREEN** pen for your comments (it's good to be green).

- ❖ Highlight off in green when the success criteria has been secured, orange where there is some evidence but more practise is required and red if no evidence.
- ❖ Keep comments positive- whilst addressing issues such as amount completed or presentation eg Well done you have achieved your LO but what has happened to your presentation?
- ❖ At least every few pieces of work please include a next step question in red - **red to respond**. E.g. Can you think of another adjective instead of big? Can you solve this problem...? Can you include an adverb to make your writing more.....? Can you think of a simile which describes your characters clothes....? The red to respond questions should link to the success criteria, particularly those that are not fully secure (orange or red highlighter)
- ❖ For more challenge a how, why and explain questions (see suggestions list for ideas) should be used.
- ❖ Provide fix it time for children to respond to your red comments.
- ❖ As soon as children can - e.g. now in Y1 for many, and all other year groups, make sure children respond to your comments.
- ❖ Check your previous marking comment so that you can comment if a child has now improved or included your request. Praise children if they have. This is developmental marking.
- ❖ DO NOT write the same next step more than twice, if you still have the same issue deal with it verbally.
- ❖ Ensure your handwriting is neat and in line with the school policy.

2. Peer & Self Assessment

Children will sometimes be asked to mark work in pairs, this can take place in all subject areas and for the practical subjects it would be spoken. The following points are important:

- Children need to be trained to do this, through modelling with the whole class.
- Children use the success criteria to mark against.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided.
- 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 really shows how that character feels, what do you think?')
- The 2:1 success to improvement ratio should be followed, to avoid over-criticism - 2 stars and a wish
- Use the KS1 & KS2 proformas for peer assessment to ensure consistency for learners
- In KS2 children self assess against the success criteria and relating back to the learning objective, This is recorded by indicating confidence levels using a smiley face symbol on the printed out LO & SC slips.

3. Punctuation Triangles - For Magical Writing

In KS1 use the first four and then introduce the others when appropriate to the child in KS2.

- Punctuation should not be used here - Δ x
- Punctuation is missing here - Δ .,!"
- Wrong spelling - have a practice at the bottom - **a squiggly line**.
- Rewrite this bit so that I understand - ()
- Up level \uparrow
- Repetition - you find it and change it - **R**
- There is something wrong here - you find it and put it right - **?**

4. Other Marking Symbols

To communicate effectively, (particularly to the younger children) and be mark efficiently the following symbols are used:-

- Use finger spaces 
- Improve your handwriting 
- Speed up 
- Take your time 
- See me 
- I am really pleased 
- Your ideas were great 

5. In Summary

By following this policy the marking and feedback should:

- Be manageable for teachers.
- Relate to learning objectives, which need to be shared with children.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Give children opportunities to become aware of and reflect on their learning needs.
- Allow specific time for children to read, and respond to marking.
- Be largely comments and rarely levels.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Involve **all** adults working with children in the classroom under the guidance of the teacher and in line with this policy.
- Inform future planning and individual target setting.
- Be accessible to children, (whether oral or written) to ensure equity across subjects and abilities.
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark and self-review wherever possible.

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Next Review - January 2019

Mrs R. Butler