



KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL

Marking and Feedback Policy

May 2017

Everyone in our school is a valued and unique person with different gifts and skills. Guided by strong Christian principles, we work together to nurture the children emotionally, spiritually and intellectually. We encourage them to be confident and enquiring, as well as compassionate and kind, as they strive to achieve their personal best and develop a lasting love for learning and for life.

Providing Effective Feedback to Pupils' Learning

'Feedback to any pupils should be about the particular qualities of his or her own work with advice on what he/she can do to improve'

Black, P and William, D (1998) 'Inside the Black Box, London, Kings College

Aims

Our school Feedback on Learning Policy aims to create a link between teaching and learning objectives, success criteria and completed pieces of work. Such a link allows children to understand why work is marked and provides a rigorous form of assessment.

Effective feedback is integral to effective teaching and learning, going beyond the 'marks' on paper, which teachers make in response to pupil outcomes.

It occurs:

- In the communication of explicit intentions and expectations for the learner and learning;
- In teacher/pupil and pupil/pupil interaction during the learning phase;
- In construction responses to learning, marking of work, focused reflection and discussions.

Principles and Objectives

- To be meaningful and constructive, feedback to pupils should be based around shared objectives and success criteria.
- Pupils are encouraged to develop the ability to reflect on themselves and their peers as learners.

- Feedback is selective, focused and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement).
- Feedback focuses on the progress of the individual rather than comparison with others.
- Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.
- Feedback is readily accessible and meaningful to the pupil.
- Pupils are aware of the 'next steps' for progress in their learning and are increasingly involved in determining what these might be.

Marking children's work is an important part of teacher assessment and record keeping. The response can be verbal, written or pictorial as appropriate.

Effective feedback can:

- Show children that we value their work;
- Help children reach their full potential by giving feedback about strengths and weaknesses in their work;
- Provide a record of the child's progress;
- Lead children to self assessment;
- Recognise, encourage and reward the child's effort and progress;
- Help parents understand strengths and weaknesses in their child's work;
- Encourage children to be self confident, independent learners;
- Help teachers to identify the needs of children;
- Set standards of expectation;
- Help future planning.

Effective feedback is best carried out with the child and should be discussed with them. It can also indicate the effectiveness of the school.

Comments on children's work should:

- Relate to the planned learning objective / success criteria
- Recognise the child's achievements
- Indicate the next steps in children's learning
- Be developmental, requiring a response from the child, as appropriate.

Method of Providing Feedback

Verbal Feedback

- The most valuable form of feedback is performed with the teacher and pupil side-by-side. Mistakes can be highlighted and corrected at the same time.

- Corrections and/or re-drafting of work can often be successfully completed by pupil and teacher together.
- FS and Y1 work is marked as a means of providing feedback to parents when they look at work verbal feedback is used predominantly up to Y2.
- Feedback is usually marked with the pupils sitting next to the teacher in these earlier years.
- When verbal feedback is given - record as VF on the child's work.

Written Feedback

- Material for marking and comments should be in a blue or black pen.
- Level of correction will be that which is appropriate to the child and piece of work. Mistakes will not always be corrected. Continuous errors of a similar nature will identify a teaching point.
- Mark ✓ if correct.
- Teacher will not use X when marking work.
- Mark an error with a . (dot) or circle the mistake.
- Mark C when a correction has been made.
- Spellings are rewritten and frequently misspelt will form group targets.
- The use of a √ will indicate the positive features of a piece of work. The good features/strengths of the work relating to the success criteria will be written beside the √.
- The use of √√ will indicate that the learning objective has been met.
- The use of a 'thinking bubble' or 'picture of steps' will indicate the next steps in learning and/or ways the child can improve their work.
- Children will edit/respond to the teacher's marking using a purple pen or pencil.
- Children in Y5/6 use a green pen to respond to the teacher's marking (purple pens will be used to self edit and for self/peer marking).
- Self-evaluation is well embedded in the ethos of the Upper KS2 year groups and it is intended that pupil self-evaluation will filter to the younger pupils when they are ready.
- Where children self evaluate their own work the use of 'face symbols' will be used (smile, straight face, sad face).
- Peer marking using self-evaluation and success criteria are used in Y4/5/6.

Standards of presentation

- Standards of presentation should be consistent with the child's 'best' to be encouraged at all times and in all books.
- All work should be dated (long date for literacy, short for numeracy). The date and learning objective should be underlined with a ruler from Y3.
- Work should be clearly set out in a neat handwriting style using the school's handwriting policy (YR/Y1 print with flicks, Y2-Y6 joined cursive writing)
- All teachers' written feedback and writing on whiteboards must be in the school's handwriting style.