Townley School

Effective Marking and Feedback Policy

2016

Statement of intent:

We believe feedback and marking should provide constructive feedback to every child, focusing on success and steps for development against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance, to move their learning forward. It is intended that this policy is used to ensure everybody understands how to make it happen in their classrooms.

Principles

Marking and feedback should:
- Relate to learning objectives, which have been shared with children.
- Involve all adults working with children in the classroom.
- Be manageable for teachers.
- Give children the opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking as a class, in groups or individual according to ability.
- Respond to individual learning needs.
- Inform future planning 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.
- When appropriate children should be encouraged to self-mark.
- Symbols will be used to record the level of success against the learning objective.

Strategies

Clear Learning Objectives
Effective learning takes place when learners understand what they are trying to achieve and why. It is therefore important that pupil know the learning objective for the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the stated aims.
Teacher demonstration and modelling will closely relate to the learning objective and will the subsequent activities and feedback. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning not activities.**

Setting Success Criteria
This is an essential part of the objective setting process. Success criteria should inform pupils of what they need to do in order to meet the learning objectives. Effective success criteria are an essential part of the assessment process as they allow

pupils and teachers to judge how well pupils have performed and highlight what they need to do to make progress. As such, success criteria provide the framework for providing effective feedback. They also support and promote peer assessment."
Success Criteria will be considered for every lesson and shared.

For English, Mathematics and science, success criteria will be explicitly shared with children and evidence of success criteria will be found in the children's work books.
We recognise that on occasions there is no need for more than one or two criteria and at other times more, dependent upon task, age and identified needs. Feedback against the criteria frees children from personal discouragement.

Questioning
At Townley we use questioning in a variety of ways to develop learning and extend thinking. Asking questions raises issues, from which the teacher builds up knowledge and information about the children's understanding and misconceptions. We invest time in framing key questions to use during our lessons to ensure learning progresses. Key questions, including prompting and probing questions, are regularly recorded in teachers planning. Using effective questioning enables more children to contribute to discussions and misconceptions can be dealt with more effectively. Skilful opportunistic interventions and mini plenaries during lessons can further support progress.

Providing feedback that moves learners forward.
The purpose of assessment for learning it to provide feedback to help move a child's learning on. Teachers identify the next steps to learning as well as responding appropriately to the mistakes that children make. Teachers' feedback provides children with the information they need to achieve the nest steps and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. Feedback comments on the learning, rather than the child and is constructive and motivational.

Most importantly, our feedback must make an **impact on the quality and rate of learning and progress**.
It must be:
_ read/understood by children
_ acted on
_ used as part of the dialogue
_ two-way
_ modelled by pupils when evaluating their own work
_ simple
Our comments must:
• relate to the lesson objective and/or success criteria;
• relate to differentiated learning outcomes linked to progression;
• give specific advice for moving forward;
• give positive feedback;
• challenge pupils to think for themselves;
• provide a framework to discuss work with the teacher;
• expect a response;

Verbal Feedback
Feedback is part of the learning process and needs acting on. It involves the learner more actively. Verbal feedback is the most regular and interactive form. It often begins with questioning and class discussions but can often be on a one to one situation or with groups.

Verbal feedback is:
• Constructive and informative
• Can be direct (individual basis) or indirect (whole class basis where individuals can reflect on what has been said)
• Whole class/group marking of a piece of work – a teacher can invite children's contributions and it is marked through a process of discussion, analysis and modelling.
• Developmental feedback recognises pupils' efforts and achievements and offers specific detail of the ways forward.
• Emphasises the learner's progress and achievements rather than mistakes.

Written Feedback (marking)
Responsive marking provides positive feedback and identifies areas for development.
This is how we do it:
• Every piece of work will begin with a learning objective.
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• A margin must be used.
• Children will, at the appropriate time in the lesson, indicate where they are on their learning journey reflecting back to the learning objective.
• Feedback will be marked in green pen by an adult.
• ticks identify successes.
• Arrows are used to prompt a child to respond to the marking
• An orange highlighter may be used to identify the particular point at which the correction is needed (this is a differentiation tool).
• The Marking Code will be used in all feedback (see appendix 2)
• Children show that they have responded to the marking by ticking through the Arrow with a blue pen.
• Acknowledgment that the children have responded is made by a tick also.
• A blue Pen is used by the children for response to marking and self-assessment.
Peer assessment can be shown through the use of a coloured pen (not blue or green)

Using self and peer assessments strategies.
We encourage pupils, where possible, to self-assess their work. This is done through the use of a learning line, where children mark where they are in the process of learning. A learning line shows the children that learning moves on but can be tricky along the way. We talk to our children about this being the process and to understand that everyone goes through this same line/journey in their learning. We may call this point of difficultly in their learning 'a pit'. In 'the pit' is where we do our best learning. We also show verbal self-assessment with thumbs up or down and this can be done with closed eyes to avoid peer pressure. We ask our children to evaluate their work in a variety of ways, for example to find how many times they have used and or to make a note of what they could do tomorrow to make it even better – against the success criteria. It is important to support our children to become the first markers and audience for their learning. We need to give our children experiences to respond to the learning objective and success criteria of the lesson, to edit their work before asking for it to be marked. For younger children, they can be given a marking response partner who works with them using the success criteria. Peer assessment is used during lessons to further develop learning dialogue. In partners children are able to practise

talking about their learning and we encourage an ethos of honesty and trust. Children can be directed to peer assess each other's work in variety of ways as already mentioned above.

Self-marking
Children should self-evaluate wherever possible. Children can identify their own successes and look for improvement points, the plenary can then focus on this process as a way of analysing their learning.

Shared marking
Marking one piece of work from a child (with the child's permission), as a class, will model the marking process and teaches particular points at the same time.