



PARC EGLOS SCHOOL

MARKING AND FEEDBACK POLICY

Aims and Rationale

At Parc Eglos we aim to use feedback and marking in order to give children constructive guidance on the quality of their work so that they can identify their successes and areas for improvement. The process should enable the children to become reflective, motivated learners. As a further reference point, the main points of this policy are highlighted in the Teaching and Learning Principles (TLP's) for marking, feedback, learning over time and book presentation.

Key Principles

- Feedback and marking should focus on the learning objective of the lesson.
- Feedback should be an integral part of the lesson.
- Feedback and marking should have a positive impact on children's learning.
- Marking should be manageable for the teacher.
- Feedback and marking should involve all adults and children in the classroom.
- Distance marking should be easy for the child to read, understand and act upon.

Purpose of marking

- To have an impact on children's learning and enable them to make progress.
- To enable children to identify their successes and areas for development through the use of 'tickled pink' and 'green for growth'.
- To inform future planning and target setting.
- To raise learners' self-esteem by rewarding their efforts.

Organisation

- Wherever possible, marking should be done in class with the children. This will be done through guided group work, peer and self-assessment or verbal feedback. This will then be noted on the child's work.
- Time must be built in to lessons to enable children to read and respond to marking.
- The marking will be done against clear learning objectives which will be evident in teacher's planning. The children will record these objectives as 'I can' statements at the top of each piece of work.

Types of marking and feedback

Marking:

- English and Maths work should be marked in order to provide pupils with feedback which will help them to progress in their learning using pink and green pens/highlighters.
- Aspirational Success Criteria should be included to support the development of children's writing within/ throughout a writing sequence
- The depth of marking will vary depending on the set activity and the subject.
- Science should be marked with interactive comments or questions that encourage and develop the child's scientific thinking, reasoning and enquiry.
- The aim should be to 'close the gap' between current performance and desired performance.

Feedback:

- Feedback must be clearly written, in child-speak and will need to relate to the learning objective.
- Children will be given 'regular' opportunities to self-assess and respond to statements made by the teacher the opportunity to make any improvements will be in lesson time.
- Children will be given chances to respond to marking in writing using purple polishing pens. The emphasis should be on identifying the success by highlighting them pink and areas for improvement by leaving a prompt for improvement that is highlighted green. This enables all pupils to identify success and maintains their self-esteem whilst offering opportunities for further learning.
- Focussed comments should help the child in closing the gap between what they have achieved and what they could have achieved by providing a suitable prompt that gives a specific improvement suggestion that relates directly to the 'I can' statement.

Peer and Self-Assessment

Aim

The purpose of self and peer assessment is to enable the feedback process to focus on the development of high quality learning. Pupils need to feel comfortable in giving and receiving feedback. The key principle is that feedback should be a positive experience and should identify areas of success as well as an area for development. All work should be assessed against the learning objectives and success criteria.

Self-assessment

Wherever possible children should be encouraged to assess and mark their own work. They should identify their own successes and improvement points.

Peer-assessment

Where it is appropriate, children should be given the opportunity to assess and mark their work in pairs or small groups. Where this is done, children are given guidance to follow by staff.

Strategies

Teachers and pupils can draw on a wide variety of self and peer assessment strategies.

Traffic lights - using the colours red, orange and green children signal to the marker how they feel about their progress in the lesson against the learning objective. Red indicates they feel they need to

learn more about this, orange I understood but would like more practice, green is good-to-go, they feel confident to move on as they have learnt and made progress. Blue is also used to show their confidence is at a point that they feel they could 'teach-it' to someone else.

3 stars and a wish - identify three good features of the work and one area for development. This can be done orally or in writing. It can also be amended to 2 stars and a wish where appropriate.

Marking each other's work - using pens/pencils/highlighters to identify areas of success and one area for development.

Talking partners

Pupils discussing together with a focus on learning and supporting each other

Summative feedback strategies

Smiley faces - Stamps will be used by teachers in the children's books. These will allow the children to indicate how they feel about their progress in relation to the 'I can' statement.

Verbal feedback

Teachers will talk one to one with children if a prompt is not sufficient enough to move a child's learning forwards. This will be indicated by the teacher in the child/children's books by the initials VF being recorded followed by a brief outline of what was discussed. EYFS and Y1 will use this method of feedback most of the time. Feedback will be done immediately with the child, they will be praised, and notes will be taken by the teacher which will be used to inform future planning.

The main focus of any marking should relate directly to the learning intention in the first instance, then in addition should focus on any individual targets and presentation issues. Therefore aspects such as general spelling, handwriting and punctuation should not be acknowledged in a prompt unless they feature in the 'I can' statement or are a particular target for that child.

When marking secretarial features we use a common system of codes and symbols.

- For spellings, common high frequency words or significant topic words will be marked to be copied out three times.
- If punctuation is missing or in the wrong place it will be marked.
- If necessary, high standards for handwriting will be encouraged.

Review & Approval Date	March 2016
Signed by Chair of Governors	John White
Signed by Headteacher	Brett Dye
Next review date	March 2017

Appendix 1

Marking Prompts

The purpose of these marking prompts is to encourage the children to reflect on how the quality of their work could be improved in relation to the learning objective for the piece of work.

A reminder prompt

This is most suitable for the most able/older children. It reminds the children of what could be improved.

Say more about how you feel about this person.

A scaffold prompt

This provides more support and structure than a simple reminder. It can take the form of a question, a directive or an unfinished sentence.

Can you describe how this person is a good friend?

or

Describe something that happened which showed they were a good friend.

or

Finish this sentence - He showed me he was a good friend when...

An example prompt

This is particularly useful for less able/ younger children. It provides the child with a choice of actual words or phrases.

Choose one of these or your own:

He is a good friend because he never says unkind things about me.

He is a friend because he is always nice to me.

Acknowledgement marking prompt-

Suitable for non-core subjects, learning logs and homework. It is not always possible or desirable to use targeted marking. The purpose of this type of marking is to acknowledge work that has been seen by an adult, in which case there may be a tick or a praise comment. Where necessary a prompt for improvement highlighted green will be left.