



ANDOVERSFORD PRIMARY SCHOOL

Marking and Feedback Policy

Reviewed by FGB in September 2018, signed M. A. Davies 28.09.2018

We believe that focused marking and specific feedback is a vital part of the learning process as it helps the pupil to understand how they can improve, enabling them to become reflective learners. Pupils should become increasingly aware of their own successes and areas for improvement and know how to develop their performance.

At Andoversford Primary School we ensure that Marking and Feedback comments:

- Are accessible to children (e.g. stamps, symbols or codes)
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Use consistent symbols throughout the school
- Relate to learning intentions, which are shared with pupils
- Give pupils opportunities to become aware of and reflect on their learning needs
- Take into account a pupil's previous attainment
- Respond to learning needs
- Inform future planning and individual target setting
- Are manageable for teachers within their workload

To ensure that feedback is as effective as possible, it is important to allow specific time for pupils to read, reflect and respond to marking. We also involve other adults working with children in the classroom; peers and the pupil in the marking process (in ways appropriate to the child's age/stage of learning).

Effective Strategies

All work produced by pupils must be marked in some form by the teacher/teaching assistant; however the depth of marking will vary to suit the piece of work.

Summative feedback/marking

This is associated with closed tasks or exercises, and usually consists of a ✓ to show that something is *correct*, and a o to indicate an *error*. Wherever possible, children should have opportunities to self- mark or the work should be marked as a class or group, in order to give immediate feedback.

Formative feedback/marking

All feedback should focus on the success and improvement against the learning objective of the task. The emphasis should help the children to 'close the gap' between what *has* been achieved and what *could* have been achieved. The feedback/marking should pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any areas for development and how they might be addressed; provide opportunities for learners to improve upon their work and inform personal targets.

Sharing Learning Objectives and Success Criteria

Sharing learning objectives and success criteria provides the focus for feedback, whether from teachers, other adults or from children. This may be done through sharing all the learning objectives across the unit of work, which helps to make connections clear for pupils, or through sharing objectives and success criteria for individual lessons. This helps the children and teachers to focus on the learning and enables the children to become more self-evaluative. Success criteria are developed with the children and maybe displayed in the classroom, on the working wall or in books.

Quality marking, during or after a lesson.

This process will consist of:

- Showing success – a comment written in pink, preceded by a ✓ indicates an area of strength or success against the learning objective.
- Indicating improvement – areas for improvement in the child's work can be highlighted, circled or underlined.
- Giving an improvement suggestion – a comment is made in green to help the child know how to make a specific improvement. There are three types of improvement prompt (Please see appendix 1 for sample comments.)
- Reminder (reminding the child of the learning objective);
- Scaffold (providing examples of what he/she needs to do);
- Example (giving exact sentences, words or processes to copy).
- Making the improvement – classroom time is given for children to consider the feedback and to make their improvement.

All marking should be done in pink and green pen to ensure marking and feedback is easily identifiable to pupils. Children should be given time to respond to marking, which should be clearly visible in books. Marking codes will be used consistently throughout the school.

Verbal feedback during the course of the lesson

Comments to children give strong messages as to their achievement and the focus should be on the fact that if the work is a *challenge*, then new learning is taking place. If appropriate, there will be an indication on the work to show the content and point at which oral feedback has taken place.

Shared marking

This is when a piece of work from a child is marked with the whole class or group, through a process of discussion, analysis and modelling. It is a valuable way of teaching particular points, in addition to modelling the method and symbols to be used – essential if children are to be involved in peer and self- marking (see below).

Peer and self-marking

This is when children are encouraged to identify successes and look for improvement points in their own work or in that of their marking partner. The aim is to involve them in the analysis and constructive appraisal of a piece of work and to engage them in understanding their progress in learning and the 'next steps' needed. At the end of a lesson pupils will evaluate their work to inform the teacher of how confident they felt during the session. This may take the form of a coloured traffic light, a brief comment or a visual sign to the teacher depending on the age and level of pupils and what is most suitable for that lesson. Children may also use 'checklists' for essential features of their work.

Other considerations when marking work

The following have been agreed as conventions for the presentation/recording of work:

- In Reading, Writing and Maths the start of a unit should be marked with a 'Title Page' which will include the area of learning, key objectives and for writing will include individual targets
- Each piece of work should be started with the date
- Work should be presented to a high standard, bearing in mind individual children's ability and age
- A4 sheets that are used should be trimmed neatly and stuck into books
- Pencil should be used for diagrams and drawings
- A ruler should be used when adding labels to a diagram
- Folders and exercise books should not be defaced
- Correction fluid should not be used
- Children's work which is displayed need not be perfect. It should be a way of celebrating achievement for the individual child.

Next review: September 2020



What my marking means

My teacher is tickled pink if my work has a  , a pink comment or is highlighted

	I have completed this task well.	Read and initial the comment to show I have understood.
vf	My teacher has given verbal feedback about my work	Make sure that I follow the advice I have been given to improve my work
WS	An adult supported me to achieve my learning outcomes today	

I have a green for growth task if my work has:

Code	What this means	What I need to do
	I need to further improve by...	Read the comment and edit my work, complete the correction or challenge.
sp	I have made a spelling mistake	Use a dictionary to correct the underlined word with a polishing pen and add it to my spelling list
FS	I have missed out a full stop	Use my polishing pen to add or correct the sentence.
CL	I have not used capital letters correctly	Use my polishing pen to make the corrections.
P	I have missed out a piece of punctuation	Check which punctuation is needed and add or correct with a polishing pen.
	I have made a mistake	Correct with a polishing pen
sentence	I have made a mistake in my sentence	Re-write the sentence with my polishing pen.