

Ilketshall St Lawrence Primary School



Policy for Marking and Feedback

Date: September 2018

Review date: September 2021

Policy Statement:

Research has proved that oral feedback is more effective than traditional marking and therefore, whenever possible, staff should aim to give verbal feedback so pupils may act upon immediately. Scores and marks do not inform pupils of what they need to do to improve. It should be noted that the purpose of giving any type of feedback is to move the learning on by identifying the child's successes and areas for improvement.

All feedback will aim to:

1. To raise standards of attainment by identifying examples of success in a child's work and areas for development.
2. To raise self- esteem by providing positive feedback and establishing a "can do" culture.
3. To support the teacher in assessing a child's progress and to inform future planning and interventions.
4. To encourage self-assessment, thereby developing the pupil's understanding of the learning process and developing independence.
5. To provide a consistent and progressive approach to marking and feedback throughout the school.

Principles:

Our Marking and Feedback Policy is based on the principles that:

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- Regular feedback keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved:

Headteacher and Lead Teacher: monitoring, evaluation and inset Partnership Teachers: modelling good practice

Class Teachers: giving a range of feedback in a variety of forms

Pupils: self-assessment and marking, peer assessment and marking and improving their own work

Teaching Assistants: marking in line with the Learning objectives (I can....), commenting on assistance given

Supply Teachers and Trainee Teachers are required to follow the policy

Guidance for feedback :

Feedback is only effective if:

- It informs both the child and the teacher of what has been achieved and what needs to happen next
- The child has an opportunity to respond to the feedback. The response from the child is then acknowledged by the teacher or teaching assistant
- It is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- This is most effective in the presence of the child
- Children should be given time to reflect and respond
- Effort should be acknowledged alongside achievement

Four types of marking and feedback occur during teaching and learning at Ilketshall St Lawrence Primary School:

- Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given

during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

- SMART marking of work.
- Developmental feedback requires response from pupils to strengthen the learning process in order to accelerate and deepen learning.
- Self-assessment and peer assessment of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to SMART Marking at Ilketshall St Lawrence.

Procedures for Marking.

- All marking follows the SMART Marking criteria.

Smart Marking Symbols

 = I worked alone

 = I have achieved the learning objective

 = I worked with an adult

 = I need an intervention

 = Prompt/Reminder by adult

 = I have exceeded the learning objective and should show Mrs Winter my work!

 = I worked with a partner

SMART marking is to be followed in all cases except for independent writing.

The marking code should be accessible to all pupils in the learning environment

In independent writing all work should be developmentally marked:

- When identifying specific success, the respective work in the pupils' books will be identified and written in green. Any corresponding comment will be written in green 'Green Great'.

- When identifying an area for specific improvement the respective work in the pupils' book will be identified and written in pink 'Pink Think'.
- When identifying an area for specific extension the respective work in the pupils' books will be written in red. 'Red Respond'.
- Purple pens are used by the children in KS2 to edit and improve their work prior to redrafting.
- Feedback interventions must be constructed at an appropriate level of challenge, and such tasks must be completed by pupils.
- When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual
- Erasers should not be used either by children or staff .
- Not every incorrect spelling needs to be the focus of an intervention, but persistent errors of taught words could form part of an intervention.

Guidance for Peer / Self Assessment:

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria.

Some successful peer / self-assessment strategies include:

- 2 stars and a wish
- Traffic lights systems - using red, yellow and green pencils
- Thumbs up / thumbs down

Alternative Ways of Sharing/Celebrating a Child's Success

- Openings of lessons
- Mini-plenaries eg Why is this good? (Refer to success criteria)
- Plenaries
- Assemblies
- Achievement Awards

- Display

Responsibilities

It is the responsibility of all staff to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

Each subject coordinator has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.

Likewise the SENCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required

Assessment Prompts	
Great	Green Great
Think	Pink Think
Respond	Red Respond

Either highlighted or use the appropriate coloured pen.