Marking and Feedback Policy

Introduction
Giving feedback on children's work is part of the continuous assessment that teachers at Branton Primary School make of children's progress and achievement throughout the year. Consistency of approach by all teachers and teaching assistants is important to ensure that common standards are applied and children, parents and teachers are aware of progress made and areas where improvement is needed.

Reasons for marking
- To recognise, encourage and reward children's effort and achievement and celebrate success.
- To provide a dialogue between teacher and children and clear, appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the next steps in learning.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To help pupils develop an awareness of the standards they need to reach in order to achieve appropriately challenging standards within the National Curriculum.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To inform parents and discuss with them the reviewing their child's progress and to help in reporting to parents.
- To inform curriculum planning.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Principles
If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:
- They are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be marked and assessed.
- The learning needs of individual children are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where appropriate marking/feedback is linked directly to learning targets.

Wherever possible formative assessment and feedback is shared takes place with the children during lesson time, e.g. when staff are working with individual children or group of

children, offering guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in learning.

Towards a whole-school approach

In order to achieve a whole school approach marking and feedback methods must be agreed and should be:

- Consistent across year groups.
- Understood and used by all staff working in school.
- Rubbers may only be used at the teacher's discretion, in certain lessons.

The nature of feedback

- Comments should refer to the learning intention of the task and/or individual targets.
- Comments may be written or oral, formal or informal.
- Comments may be given on a year group, group or individual basis.

Oral Feedback

Oral feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. The quality of metacognition is often greater if the learning is discussed and staff consistently teach, use and model the key vocabulary that forms the basis both of the lesson and of positive and encouraging feedback. Pupils are then encouraged to engage in self and peer assessment using the vocabulary they have learnt.

Oral feedback is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of the teacher's or classmate's comments will be seen in a child's response in moving on to the next learning step.

Oral feedback may be in the form of a discussion during class time, a learning/reading conference or review. Children are encouraged to judge their own progress through a "thumbs up/thumbs down/thumbs wibble wobble" approach.

Written Feedback

Written feedback should be neat and legible, concise and clear in meaning.

It should be developmental, i.e. children will find out how they are getting on and what the next learning step will be.

Where written feedback is used, children are expected to read comments made on their work and act on the advice given. It is essential that time should be made available for this.

In Early Years the majority of feedback will be verbal to children and staff will "mark" to show the skills a child has used for reference. In the summer term in preparation for the move to Key Stage One staff will mark to "I can" statements either written or stuck onto the pages of children's workbooks – these statements also provide useful evidence of progression and "next steps". For some children, the colour coded marking system described below, may also be introduced towards the end of the Reception year.

In KS 1 and 2, colour coded marking is used for "open" tasks. Blue indicates successful achievement of target or objective ("Brilliant Blue") and pink shows that some

improvement is required ("Think Pink"). Highlights in work are to be explained in brief, age appropriate comments, also highlighted, at the end of the piece of work.

Some work is "closed" – ie there is a definite correct answer. Right answers will be ticked, with a dot next to incorrect responses. Once corrected, teacher will mark the correct answer with C, showing that improvement has been made.

If a child does not respond successfully, a further reminder will be given using pink highlighting – if this does not work, interventions will be put in place and a note made of this in the child's book.

Further codes that may be used when marking are –

I – Independent

S – Supported

(For specific SEND pupils -

T.O. – Time out (teacher directed) O.O. – opted out (child led) both marked in green.)

Assertive Mentoring

Termly reviews after assessments and where appropriate pupil time to discuss specific targets. Teacher to discuss individual targets, successes or areas for development, with pupils as appropriate. These are recorded on mentoring sheets and shared with parents prior to parents meetings.

Feedback and Correction Time (FaCT)

We recognise the importance of dedicating time to improvement. This is timetabled by staff in different ways according to the age and ability of the children.

In Early Years, the vast majority of feedback is verbal and children are encouraged to correct and improve in an ongoing and supported way, throughout lessons.

Year 1 children are usually given FaCT at the beginning or end of a lesson. This will be "guided" as appropriate for the individual needs of the children.

Year 2 children sometimes use similar "guided" sessions to year 1 and sometimes the more independent approach favoured by years 3 and 4, depending on the child.

Key stage 2 classes provide a series of focused lessons each week (spelling, punctuation etc) which begin with a quick review of improvement points as targets for this lesson, which, alongside the individual targets known to each child, are monitored as teaching staff move around the classroom.

Spellings to be revisited half termly with children encouraged to relearn any incorrect spellings.

Recognising Achievement

All staff use the school reward system, allowing children to collect points on School360 that lead to termly class awards.

Staff will award 'Secret Smiles' to children for notable events that could be for a wide range of achievements that will be recorded in home to school books so the child can share their achievements with their parents.

Monitoring and Review

All staff are responsible for monitoring and reviewing this policy. Book scrutinies will inform the effectiveness of these marking and feedback strategies and be reviewed regularly to keep the children engaged in the process.

Reviewed and updated May 2017

By

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(Based on and adapted from the marking and Feedback Policy from Amble First School)

Agreed by, on behalf of the Governing Body
Name…………………..
Date……………………

Reviewed by, on behalf of the Governing Body Policy reviewed
Name…………………..
Date……………………