

Townley School

Marking and Feedback Policy

2006

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.

Principles

Marking and feedback should:

- Be manageable for teachers.
- Relate to learning objectives, which have been shared with children.
- Involve all adults working with children in the classroom.
- 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

Summative feedback/marking.

This usually consists of ticks, dots or C (for corrections) and is associated with closed tasks or exercises. Where appropriate, children should self-mark or the work should be marked as a class or in groups.

Formative feedback/marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus on issues about the learning objective.

Quality Marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work is simply to be acknowledged or given detailed attention.

The emphasis in marking needs to be on successes against the learning objective and next steps set against that learning objective.

Successes and areas for improvement will be highlighted.

Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful 'closing the gap' comments could be:

- A **reminder prompt** (e.g. 'What else could you say here?').
- A **scaffolded prompt** (e.g. 'What was the dog's tail doing?', 'The dog was angry so he', 'Describe the expression on the dog's face').
- **An example prompt** (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes').

Secretarial features

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. However when 'quality marking' punctuation and grammar should be marked. When work is finished, ask children to check for things *they know should be included* when they read through.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked, however, in key stage two where errors occur that the children should be aware of the following symbols will be used.

G identifies a grammatical error.

C a missing or incorrect use of a capital letter


P accompanied by a punctuation point to identify a mistake ie, P, missing comma
P' missing apostrophe


SP indicates a spelling error


// new line

§ new paragraph

Symbols will be used, throughout the school, to inform the children of their success against the learning objective, the following symbols will be used.

L.O. achieved 

L.O. partly achieved 

L.O. not achieved 

Self-marking

Children should self-evaluate wherever possible. Key stage two 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.

With older Key stage two children another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

Paired marking

At some point of the lesson, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking will not be introduced until Key Stage 2, unless the teachers feel the younger children are ready for this.
- Children will be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) will be decided, then put up as a poster.
- Children need to point out what they like first, and then suggest ways to improve the piece, but only against the learning objective. r.
- Appropriate pairings will encourage useful dialogue.

Summary

Marking and feedback will be related to the learning objective.

A variety of strategies may be used.

Not all work can be quality marked all the time.

Where appropriate children will be involved in the marking process.

Example

Learning Objective –

Success – Things that have been done well

One area for improvement –



