

ULEY C. OF E. PRIMARY SCHOOL



MARKING AND FEEDBACK

Introduction

At Uley Primary School, we believe that the nature of feedback given to children has a direct bearing on their learning attitudes and future achievements. We therefore believe that marking should be positive, clear and appropriate in its purpose and applied in a consistent manner across the school.

Marking should be wherever possible a collaborative process between pupils and adults and should include a clear indication of the next steps. It is critical that children have time to respond appropriately and understand well how to improve their work.

We also believe that marking should offer benefits to staff and children and the outcomes should be implemented into future planning.

Principles and Aims

The purpose of marking and feedback is:

- to celebrate achievement and effort in children's school work and to provide next steps to help them improve;
- to confirm standards, individually, and within the class;
- to offer children the opportunity to respond to marking for improvement;
- to determine whether a child can work within set time limits or targets;
- to assess and evaluate against the success criteria (WILF);
- to contribute to measuring the school's progress against national expectation.

Marking and feedback should:

- Relate to learning intentions, success criteria and targets (including My Plans and EHC Plans), which need to be shared with children.
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of marking towards the learning intention.
- Use consistent codes throughout the school. See Marking Symbols
- Be recorded appropriately when given in verbal form, e.g. individual/group conferencing with an adult.
- Give recognition and appropriate praise for achievement e.g. show another adult, receive a sticker, team points or certificate.
- Give clear strategies for improvement.
- Give time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified.
- Ultimately be seen by children as positive in improving their learning.
- Inform future planning and group target setting.
- Be manageable for teachers.

Feedback and Marking Methods

We acknowledge and use a variety of approaches to marking and feedback:

- Verbal feedback
- Written feedback
- Self-evaluation.
- Peer assessment

Verbal Feedback

Verbal feedback is provided regularly to the children in order to point out successes made or improvements needed against the learning step.

- Verbal feedback is usually interactive and developmental so that it can give reassurance, be a quick check on progress or address misconceptions during lessons.
- Occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments.
- Verbal feedback occurs continuously.
- Adults will use VF on the child's work to indicate when verbal feedback has been given.

Written Feedback

'Light' marking of work,

Acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. This usually consists of ticks, dots, circles etc. and is associated with closed tasks or exercises where there is a correct/incorrect answer.

Developmental Marking

In which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

- Written feedback should be legible and clear in meaning.
- Written feedback focuses on issues about the learning intention (WALT) or My Plan/writing/maths targets.
- Positive comments reinforcing what the child has achieved in relation to the learning objective (WALT) – WOW!
- Developmental comments making a suggestion or reminder for improvement/reinforcement and to challenge thinking and extend learning further - NOW.
- Children should be given time to read and reflect on it, where appropriate.
- It may not be practical to mark every piece of work in detail, therefore teachers may need to identify focus groups for detailed feedback on a rotation basis.
- Conference marking (individual or group) should be used to enable children to discuss their work and agree next step targets.
- Sharing work with the whole class or with a focus group is helpful and complements individual conferencing or target reviews.




Self-Evaluation and Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- Self-assessment can help children to realise their learning needs and have control over future targets.
- A child marking closed exercises (i.e. right or wrong answers) can enhance learning, especially if the teacher goes through the answers and processes with the class/group, sorting out misconceptions.
- Children should be encouraged to edit their work and check for errors.
- Children should be encouraged to identify where steps to success have been achieved and where improvements could be made.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem;
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children should be trained to give an improvement suggestion;
- Children should be given time and opportunity to act upon suggestions;
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

For marking and assessment to be productive, pupils should be trained in self-assessment so that they understand the main purposes of their learning and thereby grasp what they need to do to achieve. It is important for children to have a shared understanding about levels of work and understand what they need to do to reach the next level.

For non-written self-assessment, pupils should show their thumbs up, sideways or down.

For written self-assessment, pupils must draw a facial symbol beside the learning intention at the end of each lesson, to indicate whether they think they have achieved it or not:-

I fully understand  I need more practise  I don't understand yet 

This policy applies to all curriculum subjects


Monitoring and review

We aim to apply this policy consistently throughout the school and this is monitored through sampling of children's work. We are aware of the need to monitor and update this policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.




Signed:

Date:

WHAT'S IN MY BOOK?

| | |
|--|---|
|  WOW! | This tells you what you have achieved |
| NOW | These are your next steps |
| sp | These are the spellings that need to be practised - three times |
| ✓ | Correct answer |
| ● | Think again |
| TP(s) | Team points - you have worked hard, produced an excellent piece or tried your hardest (number of team points to be written) |

SELF EVALUATION

| How well do you think you have achieved your WALT/WILF? | |
|---|-------------------------------|
|  | I fully understand - Prove it |
|  | I need more practise |
|  | I do not understand yet |
| | Editing shown in purple pen |

ADULT CODES

| | |
|---------------|--|
| S | Supported. With support from an adult with initials |
| I | Independent |
| G | Guided work - working together with an adult. |
| VF | Verbal feedback with a short explanation |
| Supply | Supply teachers to write 'supply' and their initials |