



Wynyard

CHURCH OF ENGLAND
PRIMARY SCHOOL



Marking and Feedback Policy

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1.0 Purpose and Aims

We believe that children should have their work marked in such a way that it is likely to improve their learning and self-esteem whilst providing opportunities for self-assessment. Marking should provide constructive feedback to every child, focussing on success and improvement against learning outcomes. It should help children to become reflective learners and to close the gap between current and desired performance. At Wynyard Church of England Primary School, we will take a professional approach to the task of marking work and giving feedback.

Aims

Marking and feedback should:

- Relate to learning outcomes focussed on during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their work, thought and effort.
- Ensure children make progress by understanding how to improve their work.
- Be accessible to children.
- Be applied consistently across the school.
- Measure progress against targets, school or national expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning.
- Be manageable for teachers.

2.0 Principles of marking and feedback

In order for marking to be effective, it is important that both the teacher and child participate in the marking process. Whenever possible or appropriate, work should be marked in the presence of the child to allow for individualised verbal feedback. When it is not possible to mark when the child is present, children should be given appropriate time to review, reflect and respond to marking and feedback. If a child is not able to read and respond to marking independently, other arrangements for verbal communication should be made. This is to ensure that the time that teachers spend marking has a significant impact on children's learning and future work.

The process of marking and offering feedback should be a positive one, with the focus being on identifying strengths and recognising effort made by a child before identifying improvements when marking work. The marking should always be in accordance with the lesson outcome, success criteria and increasingly, the child's own personal learning targets. The marking system should be constructive and formative. Evidence of where the learning outcome/success criteria have been met, and where they have not teachers must make clear why this is the case. In both cases, teachers should identify what the child needs to do next in order to improve future work.

Marking must focus on improvement. It should have a positive effect on the next piece of work produced by the child. Evidence of children working on the targets and development points given to them should be clear in future pieces of work and should be acknowledged by teachers to demonstrate progression in learning. Teachers must focus on the outcomes for each piece of work when marking, and communicate this to the children before each piece is started. Children may be provided with or collectively identify success criteria. This helps to raise pupils' awareness of the specific points, e.g. content, expression, vocabulary, grammar, genre, which will be the focus of marking.

Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.

Comments to children should be appropriate to the age and ability of the child. Sometimes, particularly in the Early Years, comments are not always aimed at the child but are used to inform parents/carers or other staff of children's learning and development.

In addition, children should have access to the marking codes used to ensure they understand the meaning of marking and feedback they receive. These are printed on the inside cover of books and children should be made aware of this. As far as possible, marking and comments should be made in a style that can be understood by the child. Teachers writing should always be neat and legible.

Comments should focus on only one or two key areas for improvement at any one time. Feedback should link directly to the curriculum focus, i.e. in a piece of Science work marking should focus on Science. However, the development of basic literacy and numeracy skills should be a focus.

Children should be encouraged to mark, self-evaluate and peer assess (as appropriate for level of maturity and ability). Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning outcomes and key expectations for the task right from the outset. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Marking procedures and standards should be applied consistently across the school. Marking and feedback should also be given by teaching assistants following the guidance in this policy.

Feedback is provided through plenaries too, and in group sessions. Errors that were made by many children should not be the subject of individual comments, but should be noted to inform future planning.

The outcomes of marking should be used to inform teachers' judgements concerning children's progress and to inform future planning.

Marking practices and procedures should be in keeping with the school's overall policy on assessment, and in keeping with the wide range of ways in which the school recognises and celebrates children's achievements.

3.0 General strategies

A marking code system has been developed for each Key Stage and teachers should use this when marking work. All work should be marked by teachers and teaching assistants in green pen and peer or self-assessment completed in red pen/pencil. Work should be marked as soon as possible after completion and where possible in the presence of the child.

Ticks are used where work is correct, and dots when errors have been made. Wherever possible, teachers should establish direct links between oral or written praise and the class or school reward systems e.g. Class Dojo.

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

In instances where children have confidently achieved or exceeded learning outcomes, challenges or extension activities should be provided and these will be identifiable to children by the triangular symbol as outlined in the school's marking code.

The school had explicit guidance linked to work presentation and organisation that applies to all pieces of work (e.g. the date and title/learning outcome must be underlined with a ruler). In addition to these general rules, there are specific rules for specific types of work, for example Mathematics.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

When appropriate, children may mark their own work or another child's work, but the teacher must always review this marking.

Children should be given the opportunity to act on feedback at the beginning of lessons, or another appropriate time if this is not possible. Children may be asked to respond to a written comment by:

- Writing an improved word, phrase or sentence
- Writing a sentence with correct grammar or punctuation

- Re-working a maths answer

Children should be encouraged to assess their work ahead of final marking. This allows children to review work in relation to their learning targets, to perform common checks, or edit and redraft their work, an integral aspect of the English curriculum. This helps the children to self-reflect on each step of the learning process.

4.0 Marking Strategies

Summative marking – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

Focused marking– should concentrate entirely on the learning outcome of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning outcomes and looking for points for improvement.

Peer Marking– children should be trained to evaluate a partner’s work identifying successes against learning objectives and looking for points for improvement.

Marking may be done by:

- Teacher alone
- Teacher alongside child
- Child alone (self-assessment or marking)
- Other children (peer marking)
- Teaching Assistants
- Supply teachers (if marked by supply staff indication should be added to the child’s work)

4.1 Self–assessment and Marking

There may be times when a pupil marks their own work, such as after a times tables test or spelling test. Children will mark or correct their own work using a red pen or pencil.

For self-assessment, the concept of identifying personal areas of strength and those to develop will be used. Much of this will be done orally. Children may be asked to review their work against identified success criteria during self-assessment, which can also be used as a prompt for self-correction and editing.

4.2 Peer Assessment and Marking

Children should be encouraged to respond to each other’s work using the success criteria as guidance. Children should also use the school’s agreed marking codes when marking the

work of others. It should be made clear when work has been peer assessed for example, through the use of a sticker.

Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, table's tests.

5.0 Frequency of Marking

- Marking should take place soon after the work has been completed and handed back as soon as possible;
- Marking can take place during the lesson – providing immediate feedback;
- Long-term projects may be marked on completion – children need to be told this in advance.

6.0 Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards:

- Personalised praise comments
- Stickers – identifying progress against learning outcomes, targets or attainment of levels
- Stickers – smiley faces, stars etc.
- Class Dojos
- School and class reward systems, e.g. Star of the Week

Teachers should look for opportunities to provide positive public feedback to children concerning work which is a high achievement for particular children.

7.0 Monitoring and review

The Headteacher and Senior Leadership Team will monitor the quality and impact of marking as part of the school's continuing self-evaluation programme. This will include the implementation of the principles outlined in this policy by all staff. Judgements will be made as to the impact of the marking on pupil progress and attainment using monitoring procedures. These procedures will include gathering samples of children's work and observing the policy being implemented in the classroom.

The performance indicators will be:

- improvement in children's achievement and attainment;
- consistency in teacher's marking across phases;
- participation of children in the marking process.

We shall also update the school's marking and feedback 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.

8.0 Approval by the Trust Board

This policy has been formally approved and adopted by the Board.

Signed:

A handwritten signature in black ink, appearing to read "J. Hunt Bain", with a horizontal line underneath it.

(Chair of Trust Board)