



FEEDBACK AND MARKING POLICY

Our marking philosophy.

At Stretton Handley CE (VC) Primary School we believe marking should be:

1. A positive part of the learning experience for the child, when they are given feedback from their teacher, which is a valuable part of formative assessment.
2. A valuable on-going record of achievement for child, parent and teacher to see strengths and areas for development, which can be used to inform future planning.
3. A two-way process whereby children are given the opportunity to respond to the teacher's comments and marking.

Why we mark:

Through our responses to pupil's activities we:

1. recognise the completion of a task.
2. celebrate achievement-letting children know what they did well.
3. want to guarantee self-esteem, 'the feel good factor'.
4. let children know how they have progressed.
5. provide next steps to improve rates of progress
6. build a record of evidence for work which is not recorded e.g. observations of process undertaken by the child.
7. raise attainment by linking marking to objectives of the activity and sharing this with the child.
8. provide opportunities for children to respond to marking eg with their own comments, to edit and /or amend, extend their work.
9. use work as a diagnostic tool to assess concepts/skills have been understood/mastered. (this information to be used in future planning) AfL
10. have opportunities to benchmark attainment against national criteria and to track a child's progress.

Who marks work?

- **Teachers** including supply teachers. (**Supply teachers** are expected to mark all work they undertake with children and add their own initials at the end of the piece of work.)
- **Teaching assistants** (TLAs) - who also add their initials at the end of a piece of work to show the work has been supported by them.
- **Pupils** –see 'Process of marking : pupils' section

When feedback is given

1. **During the task/activity** wherever possible to give immediate feedback/ praise/ intervention as necessary. This is seen as the most effective form of feedback. **Integrated Feedback** develops the children's ability to be **constant reviewers** of their work. Teachers/TLAs will stop children in group/class to pause and review a child's progress, discussing how the work has achieved the learning objective. From this point children can add/amend/ redraft their work in response to the AfL discussion. Additions can be added above, using * ^, or at the side on a new page. Coloured pens or crayons are used as 'improving tools' to highlight children's self-assessment reviews.
2. **After the task**, but making sure feedback can be given wherever possible e.g. plan for reporting back to individuals/class/others
3. **Before the next session** in a sequence of work.
4. **Termly teacher assessment for tracking records.**

How is work marked?

1. **verbal feedback** and listening to children.
2. **written comments** on work,
 - on 'post it' notes for observations, which can be added to children's records,
 - on accompanying captions for paintings/ models.
3. **photos** taken by adults and children, with comments about the learning that has taken place eg, games, D.T, environmental experiences, science investigations etc...
4. **stickers**
5. **symbols** –see appendix 1 'When we write on your work, this is what it means'
6. **highlighting** the section that shows achievement of learning objective.

The process of marking – Adults

- **Work should be acknowledged, marked and dated.**
- **Black/ blue pen** is used for teacher comments.
- Examples/demonstrations of a process may be written in pencil so they do not dominate a child's work.
- Correct answers are marked with a **tick**.
- Incorrect answers are identified with a **dot or, in some cases a cross**.
- When **verbal feedback** has been given or discussion has taken place the teachers initials will be added. (See list of marking symbols).
- **Symbols** are used to clarify marking comments (see list of agreed marking symbols)
- In Mathematics the apparatus used can be noted to show the level of support (where the adult feels it is necessary.)

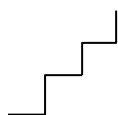
Written comments:

- used *where appropriate*;
- written in 'child speak' ;
- written in the handwriting style of the school;
- positive and constructive;
- closely linked to the learning objective of the session or a child's ongoing target;
- read to the child or time allowed for children to read comments themselves;
- time should be given for the child to **respond** to the comments.

Symbols are used to identify different types of comment to the child even if they are unable to read them entirely without help –these will be displayed in each classroom. (see appendix 1)



indicates a positive comment.



Indicates targets /next steps for future learning. This may be a task or follow up question



Spelling error to correct or substitute word required



Indicates the part of the work which is being referred to.



Indicates the work was completed independently



Indicates that the work was supported

Initials Indicates that the teacher/ TA talked to the child about their work during or after the lesson or to acknowledge a child's response to 'next steps'

'Next steps' that are set for the learning objectives requiring further practice: should be recorded in the form of comments written more fully as this serves as a record of achievement for other adults looking through the child's work.

Highlighting

- Children's work may be highlighted pink '**Tickled Pink**' to show an effective example of a particular learning objective.
- **Writing** marking- Examples of Vocabulary, Connectives, Openers and Punctuation may be highlighted using corresponding highlighter colours to the VCOP display.

The process of marking – Children

Self assessment:

When appropriate children indicate how they feel they achieved the learning objective by adding the appropriate coloured 'traffic light' to their work and giving a comment to explain their choice. The traffic light coding system will be displayed in each classroom.



I don't think I achieved the learning objective



I achieved some of the learning objective but need a little more practice to fully understand.



I achieved the learning objective.

- adding their own written comment
- and/or highlighting the achievement of the learning objective with a highlighter pen.
- Adding amendments as a result of review

Peer assessment/marking:

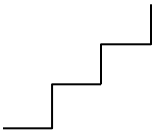
Children discuss achievement of the learning objective with a marking partner/ talk partner.

The marking partner can add a positive written comment.

When we write on your work, this is what it means



*I am pleased with your work and
this is why. **Well Done!***



*Your **nextsteps**. What you need
to do, check or improve.*



*You need to check the spelling of a
word or choose a 'better' word.*



*Points to the part of your work I am
talking about.*



You did this work without help



You had some help with this work

BC

*Shows that I talked to you about
your work during or after the lesson*

When we write this on your work, this is what it means.....(KS1)



finger spaces

C L

capital letter



fullstop

abc

on the line



conjunctions



You need to check the spelling of a word/choose a better word



Paragraphs

abc

join handwriting

! , ? .

punctuation



Shows that I talked to you about your work or supported your work