



ST. OSWALD'S RC PRIMARY SCHOOL

MARKING & FEEDBACK Policy

Introduction

We recognise Marking and Feedback as an essential part of Teaching and Learning, and that the most effective way of marking for all pupils is through developing dialogue. Responding to pupils' work through constructive comments acknowledges achievement as well as promoting positive attitudes and behaviour towards their learning and thereby supports our constant aim of achieving the highest standards for all our pupils.

Marking & Feedback should predominantly focus on:

Corrections – to improve the work e.g. spelling errors, omitted punctuation, incorrect calculating

Clarification – information missed out, a slight misunderstanding, an element of the learning outcome not met

Challenge – extending breadth and depth of learning

Marking and feedback is vital in supporting children to make effective progress in their learning and should be an active dialogue between teacher and child.

Our Marking and Feedback Policy is based on the principles that:

- Children have the right to be given feedback on their achievements and to be given advice for their future learning;
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for Teaching and Learning;
- Quality feedback and subsequent actions taken visibly shows the learning and progress taking place over time.

Feedback and Marking in the Assessment for Learning (AFL) Cycle

To maximise the impact of Feedback and Marking, it must be embedded in effective Assessment for Learning.

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes, e.g. clear, focused learning objectives, success criteria which supports these, appropriately differentiated learning activities.
- Skilful questioning is used to explore children's understanding of the learning taking place, identify misconceptions, challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions, provide opportunities for extra challenge, allow children to reflect on their learning and make improvements during the lesson.
- Effective self and peer assessment allows children to reflect on progress in their learning, identifying areas of success and opportunities for improvement.
- Feedback will inform planning for learning.

Teaching and Learning

This policy reflects and reinforces the aims that Marking and Feedback will assist learning by motivating, highlighting and target setting. Thus reinforcing what the children have learnt and identifying the next steps.

The agreed guidelines for this process are:

- Teachers will comment on any major examples of pupils' misunderstanding and provide appropriate correction strategies
- There will be times when it is appropriate for a Classroom Teaching Assistant to annotate work
- All adults working with pupils may give feedback on their learning
- Work will be marked as quickly as possible, i.e. on the same day or before the next lesson

- Feedback may be written and/or oral, immediate or reflective (i.e. working with the child or marked away from the child)
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning
- A Green pen is used positively to comment on pupils' work
- A Pink pen is used to indicate corrections and/or improvements needed e.g. spelling corrections, punctuation errors, omissions and identifying success criteria. Care will be taken to preserve the integrity of pupils' work
- Teachers highlight the Learning Objective in green to indicate that it has been achieved or yellow if it has only been partially met
- Work must be marked by the teacher in a neat style appropriate to the age of the child
- Marking may take place in the classroom with the child or within a group
- Self-marking by pupils is appropriate for some tasks, e.g. mental Maths test
- Pupils will be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them using a range of group and individual strategies as they progress through school
- Children will use a purple pen so that corrections, improvements and clarifications can be easily identified by the teacher

Marking Strategies: Approaches

- **Oral Feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place.
- **On the spot Feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the child.
- **Distance Marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the

need for further dialogue with children to celebrate success in learning and inform discussion about next steps and/or fully diagnose misconceptions/errors.

Written improvement comments could take the following forms:

- A reminder prompt e.g. Write a synonym to suit the mood instead of 'walked'.
- A scaffold prompt e.g. Begin the sentence with a subordinating clause followed by a comma to show you can use commas to separate clauses.
- An example prompt e.g. Answer this: $2456 + 875$ by setting out your calculation like this ...
- A mastery prompt e.g. Explain why 24 is a multiple of 6 and 4.
- A challenge e.g. questions that use higher order skills/reasoning/problem solving.

When distance marking, the following should be taken into consideration:

Can the children read and understand the comments or have the comments been explained?

Are comments spelt correctly?

Has the school handwriting policy been followed when writing comments?

Monitoring and Review

SLT/Subject Leaders will carry out regular monitoring through the completion of work scrutinies. These will focus on ensuring that staff are consistently following the Marking and Feedback Policy and development points and support will be provided as needed.

The SLT/Senior Leaders will also speak to pupils about their work - how they feel about their learning; do they know what they can do well and do they understand their next steps in learning?

This policy is made available to all through the school website.

This policy will be monitored and reviewed annually by the Governing Body of the school.

Reviewed October 2017

Accepted by Governors December 2017