

## Holly Primary School

### Marking and Feedback Policy

#### Aims

1. Holly Primary School aims to develop enthusiastic, confident and active learners who are effective in their approach to education in the primary phase, in their future education and life in an ever-changing world.
2. To fulfil every child's potential through a commitment to high standards of teaching that actively motivates and challenges all children, engaging them in a broad and relevant curriculum.
3. To offer learning experiences that cater for children's individual learning needs.

#### Remember Feedback Should

- allow time
- be supportive
- be productive
- be consistent
- involve the children in self-assessment
- be positive

#### Feedback on Learning

The main purpose of responding to children's work, including marking, is to give feedback on what they have achieved and what they need to do next. Teachers should look for opportunities to mark work regularly in the presence of the pupil/guided group giving instant feedback and allowing misconceptions to be addressed. When marking work away from the child always start by assessing their work against the success criteria. Follow up immediately with area for improvement or a learning challenge and allow time for the child to read and apply this in their work.

Marking of pupils' work in all areas should be regarded as a regular means of formative assessment that is linked to the learning objective within a unit of work and ultimately the child's target. Marking should be a positive experience for a child. It should focus on what the child can do and help them to understand any mistakes; stating clearly the next step for learning. Wherever possible marking should provide the child with opportunities to reflect upon their learning, correct and move on. Within the Foundation stage this is begun as a verbal feedback process that develops over the year to include some written feedback that is appropriate to the age and stage of the child.

## Purposes of Effective Marking/Feedback

1. Provide clear feedback to children about strengths and areas for improvement in their work;
2. Recognise, encourage and reward children's effort and progress;
3. Focus on areas of learning where groups and individual children need specific help;
4. Provide a record of children's progress;
5. Establish progress towards set targets for English and Maths;
6. Inform planning and future learning
7. Help parents understand strengths and weaknesses in children's work.

## When Marking Children's Work

### Make Sure...

1. Assess the children's work against the success criteria
2. If making a positive comment, say what objective or part objective a child has achieved
3. Next steps inform future work; or indicate how to correct or improve an existing piece of work
4. Learning challenges are set to further stretch children's knowledge
5. Comments are used to form the basis of discussion between the teacher and child
6. Comments are short, clear and positive and linked to planned learning objectives.

## Sharing learning intentions with children to promote learning

The learning objective and the success criteria for every lesson should be made clear to all the children.

These should be written clearly, in child friendly language, and differentiated appropriately to reflect ability.

Marking should then clearly link back to the learning objective and success criteria. Examples of where the success criteria have been met should be underlined with a yellow highlighter. These examples can be annotated briefly

Eg. Lovely adjective

The next step is shown using the words 'Next Time' – and the word 'remember' is a good way to introduce this. Avoid using 'but' as children interpret this as what they have failed to do.

Example:

Great use of adjectives to describe.

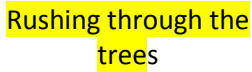

Next Time - Remember to use "...".

The improvement, correction or challenge is shown using an arrow 

This indicates a question or task for the children to respond to. In KS2, purple pens are used to show response to marking. This will be introduced to children in KS1 towards the end of the year.

## Marking symbols

This should follow the 'Going For Gold' symbols agreed by all staff. Explanation posters are available and should be displayed in all areas. Staff aim to use these symbols in all areas of the curriculum, where it is appropriate, in order that children may embed their learning.

	Highlighted passages show where you have met the learning objective
	Green underlining shows where you can improve your work
//	Start a new paragraph
sp	Check spelling here
^	To show a missing word
*	Add more detail
P	Check punctuation
CL	Capital letter missing

## Types of Improvement Prompts

These should be given to support the child in their learning journey. Ensure that time is given for children to reflect and act upon the advice given. This may be at the start of the next lesson or sooner if the next lesson is not on the following day.

- Reminder - reminding children of the learning objective
- Scaffold – providing examples of what they need to do
- Example – giving exact sentences, words or processes to copy

## Learning challenges

Learning challenges are set to stretch the children's knowledge and understanding. These could be written or printed e.g.

There are 487,245 spectators at all the Premier League football matches on a Saturday.

How many is this to the nearest 10,000 and the nearest 100,000?



## Target Marking/Verbal Feedback

Target a group in class, mark and discuss work together – oral feedback. The TA can also be asked to contribute in providing feedback for a supported group. Wherever possible, teachers and teaching assistants should provide individual verbal feedback to children. Again verbal feedback should be linked to the relevant objectives, achievements and steps for improvement.

## Support

Marking and comments may indicate how much support a child was given or what equipment was used. E.g. 'Teacher scribe' (TS) or 'Guided group' (GG) 'Independent writing' (IW).

## Positive Public Feedback

Look for opportunities to provide positive public feedback to children regarding their work (e.g. in the plenary or during the lesson and should make best use of the visualisers to demonstrate and annotate work). This is powerful and can really raise self-esteem.

## Supply Teachers

Supply teachers should be given a copy of the marking policy and will be expected to mark and to sign their work.

## Child Self-Evaluation

At the end of a session children should be asked how confident they felt with their work. Children will use symbols to indicate their confidence in achieving the learning objective using the Traffic Light System or equivalent. Teachers can reply to this, indicating whether or not they agree with the child's assessment of their learning and suggesting the next thought/step for learning.

E.g. I agree you are very good at using connectives. You now need to see if you can use a variety of sentence openings.

Opportunities for Peer Assessment should be planned for. This helps children to focus more clearly on the success criteria, and allows them to develop a more reflective approach to their own development.