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Feedback and Marking Policy

Statement of Intent

At St John with St Michael CE Primary we are working to ensure that all children develop a passion for learning which enables them to reach their potential and develop their ability to learn independently.

In order for this to happen children need high quality feedback about their skills, knowledge and abilities. There must be effective and well-established routines to support pupils in taking responsibility for their own learning, leading to high levels of engagement and interest.

This policy aims to set out how this will be implemented.

The importance of Feedback and Marking

The feedback and marking policy is a working document which generates and informs outstanding practice within our school. Throughout the school, practice is consistent and in line with the overall policy on Assessment, Recording and Reporting.

The characteristics of assessment that promote learning:

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with pupils.
- It aims to help pupils to know and to recognise the standards they are aiming for.
- It involves pupils in self-assessment.
- It provides feedback which leads to pupils recognising their next steps and how to take them.
- It is underpinned by confidence that every student can improve.
- It involves both teachers and pupils reviewing and reflecting on assessment data.

(Inside The Black Box 1999- Black and William)

Aims: -

- To ensure that feedback is effective and children are aware of the next steps in their learning.
- relate to the success criteria and learning intentions of the lesson
- gives opportunities for children to improve their work
- acknowledges that children work hard and have made a good effort
- that a range of feedback and marking strategies are deployed, e.g. response partners, peer making, self-evaluation, teacher – child, child – teacher
- contribute to the ethos of identifying achievements and celebrating success

General principles of Feedback and Marking

- In all lessons teachers and pupils must be clear about the learning intention of a task and the criteria for success and these should be on display within the room for reference during the lesson.
- Teachers will systematically check pupils' understanding throughout lessons and providing high quality verbal and written feedback to enable the pupil to improve their work. This feedback should ensure that pupils understand their achievements, and know what they need to do next to make progress.
- Written feedback should role model the high standards of presentation and letter formation expected of children.
- Pupils must be given sufficient time to respond to feedback and improve their work.
- Self esteem is the most significant factor in being a successful learner, so feedback should always reinforce what the child has done well before giving next steps.
- Teachers have an excellent knowledge of pupils' prior skills, knowledge and understanding and use this to systematically plan challenging tasks. Teachers should focus support and intervention to ensure all pupils are both aware of and able to achieve high expectations in relation to their starting point in the lesson.
- Staff should be positive role models within an ethos which: identifies and celebrates achievements and proud moments, yet creates the resilience, confidence and independence to tackle challenging activities.
- From their earliest days in school, pupils should be given opportunities to provide clear feedback to others in relation to success criteria. This feedback should always include what the child has done well as well as how to improve it further.
- From Foundation Stage to Key Stage Two pupils should be clear of their ongoing individual targets and how to use their reading and writing ladders to develop their skills and knowledge. These aspects should also be shared with parents to enable parents to act in partnership with school.
- All classes will mark referring to the Lesson objective and the success criteria produced for each lesson.

Rules for Marking:

EYFS and KS1:

Mark in Black pen

1. Correct spellings but do not over mark which may lead to low self esteem e.g correct words that the children should be familiar with and support on more difficult spellings that can be recorded in a spelling book.
Use **sp** over the word that is incorrectly spelt.
2. Use the star and next steps symbols on all writing pieces and this should be marked against the lesson objective and success criteria. Use positive praise and constructive criticism.
3. Underline WOW words in **Red**.
4. See the Literacy policy for use of 'Learning ladders' for writing.

Response marking for SPAG EYFS, KS1 and KS2

Adjectives and WOW words underline in red.

Nouns : highlight in yellow.

Verbs: highlight in blue.

Adverbs: Highlight in green.

KS2:

Mark in Black pen

1. 1:Correct spellings but do not over mark which may lead to low self esteem e.g correct words that the children should be familiar with and support on more difficult spellings that can be recorded in a spelling book.
2. Use **sp** over the word that is incorrectly spelt and the children will copy the misspelt word twice next to where the teacher records the spelling. Dictionaries are to be encouraged in KS2 at all times.

Use the star and next steps symbols on all writing pieces and this should be marked against the lesson objective and success criteria. Use positive praise and constructive criticism!

3. Allow children to have feedback response time to marked work so that they can record their own AFL comments.
4. All marking must be established from the success criteria or learning ladders.
5. See the Literacy policy for use of 'Learning ladders' for writing.

Types of Marking

Marking can be verbal or written. Written marking should be in a contrasting colour to the child's work.

1. Effective Discussion and Oral Feedback: -

Effective discussion and oral feedback is the most immediate form of feedback and the children's responses should be used to reshape tasks and explanations to accelerate learning within the lesson.

By asking questions, and encouraging children to ask questions, teachers should create a scaffold to support initially children's conversations and ultimately their internal thinking dialogue.

Teachers should model effective questioning which encourages the development of thinking skills:

- Questions are carefully framed to encourage reflection and good answers.
- Answers are not end points but as stimulus for further questions in a long chain of dialogue.
- The teacher's role is to weave contributions into a coherent whole, leading children to find meaning and helping them think of further questions.

Teachers' oral feedback needs to be focused on the learning intention of the lesson. Feedback can be given to an individual, to a group or to the whole class and similarly may result in the reshaping of a task for an individual, group or the whole class.

There should be planned opportunities in most lessons for pupils to discuss their findings, thoughts and ideas before giving a response to the class or teacher. They can be in pairs or groups, which may be mixed or single ability depending on the nature of the task and the expected outcome. The children should be clear about the 'rules' for talking in group and their 'role' within the group.

Oral feedback should also be used by pupils to self and peer-assess their outcomes.

- See appendix 1 for examples of different types of questions and examples of activities to encourage discussion and feedback.
- See appendix 2 for example ground rules for talking in a group and giving feedback to others.

2. Acknowledgement Marking: -

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

3. Closed Exercise Marking: -

This is where the work is marked together, and therefore fewer examples of the work have been given. Learning is the priority, and misconceptions or errors are shared, and not reinforced. Answer cards may be given to the children to mark their own work, if it has been differentiated.

E.g.

- Spellings
- Maths Call

4. Personal, emotionally – based marking :-

A central aim of this policy is to build children's self-esteem and awareness of their strengths. Therefore, as well as other types of marking, many pieces of work should also include a positive reward alongside a clear statement explaining what the strengths of the work are.

The reward should reflect the level of achievement (rather than attainment) to ensure a consistent and fair system.

Children will set their own targets and these will be displayed in each class.

Examples of rewards in school are:

- Stickers
- Fantastic tickets
- Head teachers awards
- Smiley face charts
- Big buck reward system
- Golden time activities

5. Quality Marking of Scaffolded Writing, mathematics, science and other key pieces of work: -

This is when success and improvement needs are highlighted against the learning intention. Asking for some small improvement is rich in its impact on children's writing and their attitude to improvement and learning.

Comments should be focussed on the given learning intention and success criteria and include:

- Positive acknowledgement of at least one aspect of the learning which the child has demonstrated within their work.
- An aspect which the child should develop further. (This may not always be appropriate in a relatively closed exercise i.e. some mathematics tasks. Instead the teacher should ensure that future planning reflects the fact that the child has mastered this aspect of the curriculum.)

Children should be given time to respond to the teacher's feedback at the earliest opportunity. When completing any piece of writing children should always have access to the relevant writing ladder for their ability. Although they should be aware that not every aspect of writing is appropriate in all genres, they should be encouraged to improve their work by using this ladder to 'check' each piece of writing before submitting it for marking. (See self and paired marking below.)

Each child's literacy book/folder should have a copy of their current writing ladder for reference. This should be used as an ongoing record and teachers should record the dates when aspects of learning are demonstrated so that children can see which elements they need to develop further.

6. Quality marking of extended writing

At the end of each literacy unit the teacher should plan an extended piece of writing reflecting the genre of the unit. This gives pupils an additional opportunity to apply their skills and genre knowledge independently and gives the teacher the opportunity to assess their learning. This piece of writing may be either within literacy or within another area of the curriculum.

When marking this piece of work the teacher will always use a writing ladder to enable them to give detailed, personal feedback on the overall quality of the piece. The ladder will be used to acknowledge all the positive aspects of learning which the writing demonstrates and also to give a personal target for the next piece of writing.

Children will be familiar with using both their personal writing ladder (which reflects ongoing writing skills including vocabulary choice, use of punctuation and grammatical skills) and genre specific ladders. The teacher should use his/her professional judgement to decide which ladder is most appropriate to the particular task.

7. Self – and paired marking: -

For children to have ownership and responsibility for their own learning and support each other with this, they need to be able to:

- identify their successes
- identify an aspect for improvement
- have time to respond to comments and improve their work.

When evaluating the work of other people, pupils should be clear about the ground rules to ensure that they are responding in a positive way and in relation to the learning intentions not any underlying personal relationships. See appendix 2 for example ground rules.

Self and peer-assessment may take the following forms:

- Oral feedback in relation to the learning intention and success criteria for an aspect of lesson
- Written response in relation to the learning intention and success criteria for a piece of work
- Written response or discussion in relation to how a piece of writing demonstrates the aspects of a writing ladder
- Oral feedback at the end of a lesson to self or peer-assess the learning within the lesson.

Creating an effective learning environment

Key elements of an effective learning environment:

- An enthusiasm for learning
- Positive relationships
- Safety and security
- Challenge and high expectations
- Clear, positive and consistent behaviour management
- Classroom organisation, management and routines
- Suitable and stimulating resources
- Displays which support learning through an effective balance of working walls and informative display alongside a positive celebration of children's work.
- Clear learning intentions and success criteria which are shared with the children and displayed
- Good communication with all the stakeholders, e.g. to parents, to child, to other staff.

Monitoring

Use of marking will be monitored via book scrutinies, which are conducted as part of the self evaluation schedule. Use of oral feedback will be monitored during lesson observations. Use of assessment to reshape tasks will be monitored through lesson observations and planning. Effectiveness of peer assessment will be monitored via both book scrutinies and pupil interviews.

Governors will be included in this monitoring to enable them to be clear that the policy reflects current practice.

Examples of Types of Questions

- ⊙ **Open questions** – what don't we understand here? What questions do we have?
- ⊙ **Hypotheses** – does anyone have any alternative suggestions or explanations?
- ⊙ **Reasons** – what reasons are there for doing that? Or evidence for believing this?
- ⊙ **Examples** – can anyone think of an example of this? Or a counter example?
- ⊙ **Distinctions** – can we make a distinction here? Or give a definition?
- ⊙ **Connections** – is anyone able to build on that idea? Or link it with another?
- ⊙ **Implications** – what assumptions lie behind this? What consequences does it lead to?
- ⊙ **Intentions** – is that what was really meant? Is that what we are really saying?
- ⊙ **Criteria** – what makes that an example of X? What really counts here?
- ⊙ **Consistency** – does that conclusion follow? Are these principles or views consistent?

Examples of activities to encourage effective questioning, discussion and oral feedback

- Odd One Out: 3, 9 and 13. Martin Luther King, Winston Churchill, Hitler.
- Banned – describe war without using the words fight or weapons.
- Setting targets – e.g. What makes a good?
- Living graphs – see Literacy Reading strategies
- Diamond ranking – choosing vocabulary, what was the most important thing the Egyptians did? Rank the hardships caused by the war in order of harshness.
- Mysteries – items in a suitcase – who was the owner of the suitcase?
- Response partners
- Hot seating
- Connections (Items in a box)
- Use of puppets

Encouraging children to establish ground rules in groups:

- ⊙ All relevant information is shared.
- ⊙ The group seeks to reach agreement.
- ⊙ The group takes responsibility for decisions.
- ⊙ Reasons are expected.
- ⊙ Challenges are acceptable.
- ⊙ Alternatives are discussed before a decision is taken.
- ⊙ Everyone in the group is encouraged to speak by other group members.

Rules for marking with a response partner

- Give your partner time to reflect on, and check his/her own writing first.
- Respect our partner's work because they have done their best so their work should be valued.
- If you are not sure what your partner meant by something, always ask for clarification rather than jump to conclusions. This should be done in the form of a question rather than a statement.
- Always begin by telling your partner the good things about their work.
- Give feedback in relation to the specific learning intentions and success criteria.
- Give a target for improvement of the work. Write this as a question.
- Be honest.
- Present your feedback neatly. Remember this is not your book.