



Marshbrook First School Marking and Feedback Policy February 2015

1 Introduction

- 1.1** At Marshbrook First School we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims

- 2.1** We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

- 3.1** The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- 3.2** The marking should always be in accordance with the lesson objective and, increasingly, the child's own personal learning targets.
- 3.3** The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- 3.4** Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

- 3.5 Comments will focus on only one or two key areas for improvement at any one time.
- 3.6 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 objectives and the success criteria for the task right from the outset.
- 3.7 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.
- 3.8 The marking system should be constructive and formative.
- 3.9 For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.10 Feedback may also be given by a teaching assistant, or through peer review.
- 3.11 Feedback is provided through plenaries too, and in group sessions.
- 3.12 Feedback can identify a child's key learning difficulties.
- 3.13 Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- 3.14 Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work. Certain pieces of work are scrutinised in more depth and provide more detailed feedback to pupils, depending upon the content of the work, the child and their targets.

4 General advice to teachers

- 4.1 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.
- 4.2 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.
- 4.3 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. Teaching Assistants will also mark work when appropriate.
- 4.4 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 4.5 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time

teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.

- 4.6** Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions and success criteria.
- 4.7** When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- 4.8** Children should be encouraged to assess their work ahead of final marking, using success criteria (WILF'S). These can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.9** Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- 4.10** Teachers will comment on spelling and grammar only in the following cases:
- if it is a spelling that all pupils should know;
 - if it is something related to the child's target.

5 Specific advice to teachers

- 5.1** In depth marking should be used at least once a week in all classes in Literacy, Numeracy and topic and include 'one to three stars and a wish'. Stars will be marked with an asterisk and wishes with a (W), to make it clear for the children.
- 5.2** All children are expected to respond to marking, in writing, during 'Wish time' from the end of Year 1. Wish time will be given during at least 1 registration time every day. If pupil's have not provided an obvious written response to a wish, a tick or stamp will be put through the w to show that a response has been made.
- 5.3** Ticks are normal where work is correct, and a dot where errors have been made. The other symbols, shown below, may be used once their meaning has been explained.

	star
	wish
	support
	independent
	guided
	oral feedback

- 5.4** Spelling mistakes are underlined, letter reversals are circled, a question mark is used if the teacher is unsure what they child has done, which is followed up with the child. All work is marked using green ink.
- 5.5** In addition, the children indicate where they think a particular target or objective has been achieved. Their learning partners might also check on

their behalf, that a particular target has been met. A traffic light code is used to indicate degree of success towards particular targets.

GREEN
fully
understood

YELLOW
OK might have needed
a bit of help

RED
did not
understand

This traffic light self assessment system is started at the end of R for most lessons. If children put a red traffic light oral feedback will be given and OF written in books.

- 5.6** Peer & self marking to be started in KS2. Year 2 will do some on whiteboards in preparation. Year 1 and 2 to self/peer assess orally on at least one occasion each half term.
- 5.7** Checklists are used for genres in Literacy at the end of units of work and during Big Write
- 5.8** The school has explicit rules that apply to all pieces of work (e.g. errors are crossed out with 1 horizontal line, no space is left between the title/ LO and the start of the work, a space of 1 line is left when starting a fresh piece of work), and teachers will not accept the work unless these rules have been followed.
- 5.9** In addition to these general rules there are specific rules for specific types of work, for example:
- In Literacy work the long date is written, day, date, month and year.
 - All other pieces of work use the numerical date, date, month, year, which is placed in the top left corner of the page.

6 Monitoring and review

- 6.1** We are aware of the need to monitor and 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 three years, or earlier if necessary.