

Golcar Junior, Infant & Nursery School



Marking and Feedback Policy

Published date: February 2018

Version No.: 1.0

Policy Audience: Parents, staff

We believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning, enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Aims:

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 self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment, recognise their difficulties and offer guidance and share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future lesson-planning.

Principles of marking and feedback:

Marking and feedback should:

- Be completed in blue pen and / or pink and green highlighters
- Relate to learning intentions, which needs to be shared with children.
- Involve all adults working with children in the classroom.

- Give children the opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities.
- Take an approach where attainment is based on that person's previous attainment within the context of marking toward the learning intention.
- Respond to individual learning needs, marking face to face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark wherever possible.
- Be manageable for teachers.
- Use consistent codes throughout the school.

Feedback processes

Oral feedback:

- It is important for children, especially young children, to have oral feedback from the adult working with them. This should be immediate wherever possible and should be **positive** and **constructive**.
- The adult should talk through the child's self-assessment, clarify any misconceptions about this, or the work they have undertaken, and discuss future targets or next steps as appropriate.
- The adult should talk through the child's work during the lesson, picking out progress towards targets and suggesting ways to improve.
- Children read their work out to the class and others talk about what they thought the good features were and why.

Visual feedback:

- Where appropriate children can give feedback in a visual format e.g. 'thumbs up/down', 'smiley/sad faces' and traffic light cards.

Written feedback:

- All work is seen and assessed by the teacher, even if not extensively marked.
- Written comments will help teachers when looking back at a child's overall achievement and progress and will be both formative and summative.
- Not all work needs to be marked in detail. Only comments which will be read, shared or acted upon by the child, should be written on the piece of work. Therefore it is acceptable if some of the work is ticked to indicate the teacher has seen it.

- Each week at least one piece of quality marking must be undertaken in written work and the marking must reflect on progress towards targets. Comments should be **positive** and **constructive**, and should be **informative** to teachers, parents and children.
- Assessment for learning – traffic lights, letters or faces will be used by the children when assessing their work.
- Questions or instructions asked by the marker must be responded to. Children need to be given time to do this.
- The modelling of how to correct errors will be used where a written comment or symbol is not appropriate.
- Stickers / stamps etc will be used to develop self-esteem and let children know we are proud of their effort / achievement but should be used alongside other forms of feedback.

Secretarial features

- Spelling, punctuation, grammar, etc, should not take precedence over the learning intention when marking. eg WALT: To include similes / metaphor in writing then any written comment should be about progress towards this objective.
- When finished, children are asked to check for things they know are wrong in their work when they read through. They should not be told to correct all spellings.
- Spelling errors will be indicated across all areas of learning- appropriate to teaching. No more than 5 in any one piece. Children should write the correction out in the margin.
- Errors made in misspelling common exception words will be corrected (appropriate to the phase the children have completed).

Editing

- Children will be given time to edit and improve their work.
- A purple pen will be used by the children when editing so that it is obvious to the reader that children have edited and improved their work.

Self-marking

- Children should self-evaluate wherever possible.
- Children can identify their successes and look for an improvement point

Paired marking


Before end of lessons, children should sometimes be asked to mark work in pairs. The following points are important:

- Paired marking should not be introduced until the teachers feel the children are ready for this.

- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.

It is essential that the policy is adhered to by all members of staff and equally essential that all the children clearly understand what each symbol means. Consistency across the school is essential.

Headteacher:



Date
September
2020

Chair of Governing Body:

Bryn Stokes

Date: *September*
2020

**Date reviewed by governing
body: September 2021**

**Date due to be reviewed next:
September 2021**

Appendix

Marking symbols to be used in school by all adults and children

Learning objectives met

V Verbal feedback given to the child

I Independent work (in EY only)

S Work completed with support

G Worked with a partner or in a group

TT Talk to the teacher about your work

P Pupil marked

♥ Feedback from peers or an adult after reading out work in class

IT Improvement Time – child to action

^ Missing word

// New paragraph

?! doesn't make sense / cannot read it.

~~ Punctuation / Grammar error

S or D written in red pen to signify children moving onto Snorkelling or Diving activities.