

BRANDESBURTON PRIMARY SCHOOL MARKING AND FEEDBACK POLICY



Purpose

This policy acts as a guide to marking to ensure a commonality of expectation and consistency of approach throughout school.

Rationale:

Marking is an integral part of the assessment process. Quality marking and feedback are most effective when it confirms that pupils are on the right track and when it stimulates improvement. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. Our marking policy links closely with our assessment, recording and reporting policies and procedures.

Aims:

Effective marking and feedback will:

- Provide a dialogue with pupils
- Involve pupils in their own learning and/or assessment and to promote higher standards
- Focus on learning objectives
- Relate to success criteria shared with children
- Indicate where a child has achieved goals
- Indicate the next stage in learning and when appropriate, set new goals
- Ensure response time enables pupils are able to reflect, correct, improve, modify etc
- Identify learning needs for individuals or groups of children
- Provide a record of pupils' progress/attainment
- Help parents understand their child's strengths and areas for improvement
- Incorporate written comments which are consistent with the children's own language skills
- Ensure feedback is given to pupils as soon as possible after work is completed
- Aid curriculum planning


Routines

Marking and Feedback will

- Follow progressive practice throughout the school.
- Relate to specific learning objectives/success criteria which will be shared and made clear to pupils.
- Allow children to self-assess and comment on their own work against success criteria. Children may also be asked to mark the work of others against criteria.
- Operate on different levels: written and verbal.

Two levels of marking will be used:

Simple symbols to show achievement against learning intention or objective. This will be communicated to the children.

 Success criteria / learning intention achieved independently

 Success criteria / learning intention on going

Teachers will use a range of comments which are appropriate to the needs of the pupils they teach.

- **In depth marking** will be used when appropriate within a unit of work. Comments will focus on what has gone well and "it would be even better if." A focused comment which will help the child to 'close the gap' between what they have achieved and what they could have achieved will be added. These may include comments such as:

- A reminder prompt (eg 'What else could you say about the prince's clothes?');
- A scaffolded prompt (eg, 'What was the monster doing?', 'The monster was so angry that he...')
- **Verbal marking or marking with a child** This dialogue will be combined with symbols to remind the child and teacher what has been discussed.
- **Response marking** Children will be given time to reflect upon and respond to marking. Short periods of time will be frequently planned into sessions. All children are encouraged to self check their work.

Feedback strategies

Teachers have and continue to develop a 'toolkit' of approaches. For example,

- Probing questions will be included to clarify pupil's understanding.
- 'Wait time' for answers is given— no hands up, thinking time and exploring answers together.
- Response time is planned.
- Open questions are used to extend/challenge thinking. What did you think? Does anyone have a different answer?

Spelling

Spellings will be corrected if it is a word that has been previously taught, according to the ability of the child and context.

For older children (from Y2 in the majority of cases):

Spelling mistakes will be underlined with a wobbly line. 'sp' will be written in the margin to acknowledge a spelling error that should be corrected by the child. Only words that the child should know will be marked in either of these ways. The teacher will correct a word if the child is not expected to look it up or know it. Not all words will be corrected. Teachers will use their professional judgement and knowledge of the child and context.

Marking symbols

Marking symbols are displayed in each classroom and referred to on a daily basis in all subject areas.

Responsibilities

The class teacher will

- Ensure all work is marked according to the marking policy

The Assessment co-ordinator will

- Ensure that this policy is reflected in practice throughout school.

Reviewed May 2017

To be reviewed May 2019