

WHITEFIELD PRIMARY SCHOOL

Feedback and Marking Policy



Adopted: May 2012
Next review: Nov 2018

Reviewed: Nov 2015

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments.

Aims

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

- Recognise, encourage and reward children's effort and achievement and to celebrate success
- Provide a dialogue between teacher and child; and clear, appropriate feedback about strengths in their work and areas for development
- Improve a child's confidence in self assessment
- Indicate how a piece of work could be amended and improved in relation to success criteria
- Identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- Provide evidence of assessments made and help moderate the interpretation of learning objectives and levels achieved
- Assist curriculum planning

Marking should be clear and appropriate in its purpose. It needs to be constructive and the outcomes need to be an integral part of planning in order to impact on learning.

Principles

If children are to develop as independent learners, with an awareness of their strengths and targets for development, it is essential that:

- They are made aware of the learning objective, the purpose of the task and the relevant success criteria
- The learning needs of individual children are catered for, and that the work is assessed appropriately
- Children have the opportunity for peer and self assessment and pupils need to develop skills in identifying 'next steps'
- Pupils' work is marked in such a way that achievement is acknowledged and teaching points are identified
- Learning is underpinned by the confidence that every learner can improve.

Whole School Approach

All children's work should have some feedback or marking in the form of self assessment, peer review or teacher assessment.

Feedback and marking should be:

- Central to classroom practice
- Part of effective planning
- Consistent across year groups
- Developmental across the Key Stages
- Sensitive and constructive
- Consistently applied by all those working with children in school, including supply and student teachers and support staff.

The nature of feedback

- Comments should refer to the learning objective and success criteria
- Comments may form the basis of a discussion between teacher and child e.g. reviewing targets set
- Comments may be oral or written, formal or informal
- Comments may be given on a group and /or individual basis

Oral Feedback

- Is most effective when discussing successes and improvement needs against the learning objective
- Is usually interactive and developmental. It may give reassurance or a check on progress. The effect of teacher comments will be seen in a child's response in moving on to the next learning step
- May be given individually or as a group
- Should be acknowledged as given on a piece of work

Written Feedback

- Successful aspects of children's work should be highlighted against learning objectives and success criteria
- Written comments may accompany highlighted work. These should be clear, informative and related to next steps in learning. Children must be given time to read and respond to comments made.

Peer and Self Assessment

Children will be taught how to assess their own work, by understanding how the success criteria identifies steps in learning. . Pupils should self-evaluate where possible, thus empowering them to identify their learning needs. Traffic lights will provide the opportunity for children to assess their own learning and be used by

teachers to inform planning. This form of self assessment will be evident across all books. Children will be taught how to peer review work in a constructive manner.

Marking

Marking should be in green for objectives achieved and next steps should be marked in orange. Peer review is in purple.

Maths marking

Key maths learning should be highlighted in relation to the learning objective. Next steps comments should be provided where necessary and the children should be allowed time to respond to these.

English marking

Key learning should be highlighted in relation to the learning objective. Next steps marking should be provided when the teacher marks a piece of writing and the children should be allowed time to respond to these.

Short Writing books

Each piece of short writing should be marked every week:

1 self assessment

1 peer marking

1 teacher marked with next steps marking related to class objective or personal targets

Reading Journals

All work should be responded to by oral or written comments unless the pieces are part of the children's private and personal responses or collections of words and phrases to use in writing.

Marking in other subjects

All children's work should be marked before books are returned to the children to complete the next piece of work.

Marking should be related to the learning objective.

Cross-curricular writing should be marked in relation to writing learning objectives and cross curricular learning objectives.

Agreed by staff

This policy will be considered by the full governors on

To be reviewed annually