

Horsley C of E Primary School

MARKING AND FEEDBACK POLICY

Introduction

This policy outlines the purpose, nature and management of marking and feedback in our school. We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

The implementation and ownership of this policy is the responsibility of all staff. The policy is closely linked with policies on: Assessment, Target Setting and Recording and Reporting. The school's Marking Policy will, at all times, follow Derbyshire County Council procedures on Equal Opportunities.

Aims of the policy

- To provide staff with a clear understanding of marking and feedback procedures at Horsley C of E Primary School;
- To help establish a shared and consistent approach to marking and feedback across the school;
- By adhering to the policy – and the marking/feedback it outlines – we aim to mark and feed back to pupils with greater clarity and focus, and as a result, use findings to inform teaching and set challenging yet attainable targets for the class, groups and individual children;
- To encourage all children, regardless of their ability, to achieve the best they possibly can.

The purpose of the policy

We mark and feed back in order to:

- Provide the child with information on their work – how they have achieved against the learning objective. By doing this we can...
- Inform the child what they need to do next in order to progress;
- Find out what stage a child is at, what the child knows, understands and can apply, and what the child needs to learn next.

Marking and feedback are therefore used to:

- Inform planning;
- Assess and evaluate the effectiveness of teaching and teaching strategies;
- Report to parents on standards.

What principles underpin our marking / feedback?

Marking and feedback should:

- Be helpful / have value to the child;

- Encourage and teach children to self-mark / peer mark wherever possible;
- Be manageable for teachers;
- Relate to learning objectives, which need to be shared with children;
- Involve all adults working with children in the classroom;
- Give children opportunities to become aware of and reflect on their learning needs;
- Give recognition and appropriate praise for achievement;
- Give clear 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;
- Respond to individual learning needs, marking face-to-face with some, and distance marking with others;
- Inform future planning and individual target setting;
- Be accessible to all children;
- Have a consistent approach throughout the school;
- Be seen by children as positive in improving their learning;
- Be communicated and explained in detail (processes and policy) to parents to avoid conflict.

Key features of effective feedback

- Oral feedback is more powerful;
- Pointing out successes and improvement needs against the learning objective / success criteria has maximum impact;
- Feedback and marking should focus on the learning objective given;
- Children should be the first markers.

Marking at Horsley C of E Primary School

Bubble and Block

In order to achieve consistency across the school we use the “Bubble and Block” system of marking where success, as measured by the lesson’s learning objective, is written next to a bubble and improvement tasks are written next to a block shape. Improvements are indicated with the use of a highlighter pen in the main body of the work, showing where the teacher requires work to be changed or corrected. These changes shall be up to three in selected pieces of work and shall require a pupil response. When appropriate a Challenge will be indicated to further a child’s understanding and development.

Three Ticks

To aid efficient marking at times one, two or three ticks shall be used, followed by a short comment by the teacher. The pupils are taught that one tick indicates that the lesson objective was not fully met, two that it was met and three that it was exceeded.

Spelling

Where spelling is a key learning objective, pupils will be expected to demonstrate a good awareness of the taught spelling pattern and consequently pupils shall make a thorough correction of errors in that pattern. In other samples of writing up to three spelling corrections shall be indicated of either a previously taught pattern or of the common everyday words which pupils of each age are expected to know.

Oral feedback of the above will obviously need to be conveyed to children who may not be able to read/understand what you have written.

Rewards (Praise Pads, post cards, smileys, stickers, etc.)

Are to be used at the teacher's discretion.

This policy has been agreed by the staff and governors of Horsley C of E Primary School.

Signed:

Date: