

WELTON PRIMARY SCHOOL



Marking and Feedback Policy

Policy confirmed by the Governing Body of Welton Primary School
2016-2017

Marking and Feedback Policy

1 Introduction

1.1 At Welton Primary School we 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 objectives, and/or the individual targets set for them;
- promote self-assessment and peer 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 be in accordance with the lesson objective and, increasingly, the child's own learning targets.

3.3 The child must be able to read or access comments made, and be given time to do so.

3.4 Comments should be appropriate to the age and ability of the child, and may vary across year groups and Key Stages. SEN issues should also be taken into consideration when commenting on work.

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 children in their own learning. This includes sharing the learning objectives and the key expectations 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 as soon as possible.

3.8 The marking system should be constructive and formative. At Welton we have agreed a marking code that applies to all key stages (see appendix 1).

3.9 Feedback may also be given by a teaching assistant, or through peer review.

3.10 Feedback may also be provided through plenaries, group sessions or through the use of the visualizer.

3.11 Marking can identify a child's key learning difficulties, misunderstandings and also strengths.

3.12 Common errors should be noted in planning and addressed as appropriate.

3.13 Marking should normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

4 General advice

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 response to a piece of work is determined not by the number of errors found in it, but by the marker'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.

4.4 Ticks are normal where work is correct, and crosses or a dot where errors have been made. Other symbols may be used as per Appendix 2.

4.5 Wherever possible, those marking work should establish direct links between oral or written praise and the class or school rewards systems.

4.6 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. We expect all children to respond to marking. Time will be given as appropriate for children (and at least twice a week in core subjects) to reflect on the marking and make any edits/corrections as necessary. Children may also initial the marking to show that it has been read and understood.

4.7 When appropriate, children may mark their own or another child's work, but the teacher should review this marking where appropriate.

4.8 Children should be encouraged to assess their work ahead of final marking, using success criteria provided by the teacher/TA. This helps the children to self-reflect at each step of the learning process.

4.9 In addition, the children could indicate where they think a particular target has been achieved. Before work is handed in, children's learning partners may also check and discuss work, to ensure that a particular target has been met.

4.10 Occasional one to one sessions offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

4.11 Teachers will comment on spelling and grammar usually in the following cases:

- if spellings and grammar were part of the lesson focus;
- if it is a spelling that the pupil should know;
- if it is something related to the child's target.

4.12 Use a contrasting pen colour when responding to children's work and write neatly and legibly as an example to the children - see Presentation and Marking Contract (Appendix 1)

4.13 Adults will use a range of agreed symbols to enable all learners to quickly identify next steps and actions required from the marking (Appendix 2).

Presentation and Marking Contract

My teacher promises to:

- Mark each piece of work;
- Check to see if my marking is correct;
- Give me a step to complete (at least twice a week). _____

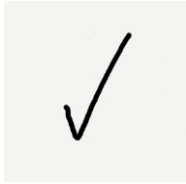
I promise to:

- Complete next steps before starting a new piece of work;
- Always use the correct equipment for the lesson;
- Write the dates and titles, underlining both using a ruler;
- Cross out mistakes using one line and a ruler;
- Always use a ruler to draw shapes, tables and diagrams;
- Stick in any loose sheets neatly making sure they do not overhang the edge of the page;
- Mark any work using a different colour;
- Not graffiti my book (inside and out);
- Finish my work by using our assessment circles. _____

Marking Code	
Got it Green!	Green writing/highlighting/ticks means you have done something really well! Keep up the great work!
Practise it Pink!	Pink writing/highlighting/dots shows where you need to get better. There may be a question for you to answer!

Assessment Circles			
Effort in your work:			
I have tried my hardest 😊	I have made some effort 😐	I have not tried my hardest 😞	
Success in meeting the learning question:			
I fully understand △	I need more practise ∠	I do not understand —	
Who worked with you?			
Independent Ⓡ	Buddy Ⓡ	Teacher Ⓡ	TA Ⓡ

Early Years Foundation Stage:



= I like this

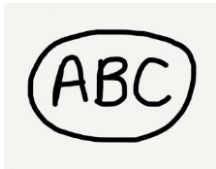


= Next steps (with comments written)

Key stage 1:



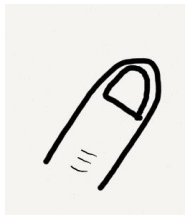
= Next steps (with comments written)



= Capital letters



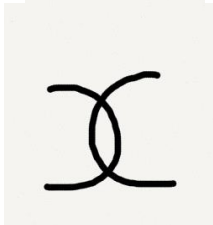
= Verbal feedback



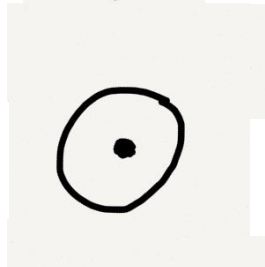
= Finger spaces



= Read it back and check



= Connectives



= Full stop



= I don't understand

Key stage 2:



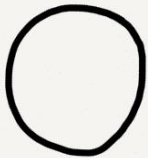
= Next steps (with comments written)



= Incorrect spelling



= I don't understand



= A missing punctuation mark



= Begin a new paragraph



= Verbal feedback