



Banham Primary School Marking and Feedback Policy

Introduction

At Banham Community Primary School we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code. However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. 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.

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;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-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 and inform individual tracking of progress;
- provide the ongoing assessment that should inform future lesson-planning.

Principles of marking and feedback

- 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.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child
- Comments will focus on only one or two key areas for improvement at any one time.

- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- 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 immediate.
- Written comments should be neat, legible and written in a contrasting colour
- The marking system should be constructive and formative.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- Children are given opportunity, when possible, to reflect on marking.

General advice to teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 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.
- 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.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher'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.
- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used from time to time. (Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements)
- Ticks are normal where work is correct, and an indication where errors have been made. Other symbols may be used once their meaning has been explained, (see appendix 1 for example codes).
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.

- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- Teachers comment on spelling and grammar only in the following cases: if spellings and grammar were part of the lesson focus/objective; if it is a spelling/high frequency word that all pupils should know; if it is related to the child's target.

Monitoring and review

Reviewed: Autumn 16

Review due: Autumn 19

Signed..... (Headteacher)

Date.....

Appendix 1

Marking Guidelines

General Principles

- Books should be marked in a distinctive colour, separate to any colours used by the children for working or editing.
- Marking should be a DIALOGUE with the child. Children should read and respond to any comments in an appropriate manner.



TP

- Apple/Team point for success
- For Feedback, we use the principle of STARS AND WISHES. This can be used for TEACHER or PEER assessment.
 - Stars are indicators of positive aspects of the learning. These could be stars, or ticks, or other appropriate approach.
 - Wishes are indicators of next steps and ways to improve. These could be wands, arrows, or a set of stairs.
- For Self Assessment, we use the principle of 'faces' to indicate assessment against the Learning Objective.
 - 😊 - Understood objective
 - 😐 - Need more help
 - ☹️ - Did not understand
- On the carpet, to quickly assess understanding, we use a 'thumb tool'
 - 👍 - child understands
 - 👎 - child does not understand
 - 🤔 - child understands some but not all
- The independence of learning should also be indicated:
 - I = Independent (where important/relevant to indicate)
 - If adult supported, the ratio of support (1:1; 1:4, etc) should be indicated.
 - If there has been some adult support in the learning, this should be indicated by an S in a circle.
- Page toppers can be used in Y1-4 which put objectives and assessment in one place.

Writing

WOW – really good work

✓ with reason for when something is correct related to objective or purpose. Eg:

✓pv = powerful verb used, ✓adj = good adjective used, ✓paragraph = correct or attempted, ✓adv = adverb used, ✓c = conjunction used.

0 – circle mistake (Y1-6)

Spelling mistakes: (Y1-5) An appropriate and relevant number should be circled, 'SP' written in the margin, with the correct spelling written at the bottom of the piece of work. Children should then write out the correct spelling 3-5 times.

Y5/6 – incorrect spelling should be identified with SP in the margin.

Children should find the correct spelling using a dictionary, etc, and write them out 5 times at the bottom of the work.

Other Errors: underline and model correction.

T - Target

Mathematics

✓ - correct

Errors are indicated appropriately (. X ? circled/square) and referred to in feedback.

Marking and Feedback for children

I must remember to read and respond to my teacher's marking!

✓ or ☆ or WOW shows me something I have done well.

✦ or → or ↗ shows me a next step for me to work on in my learning. Teachers might circle things in my work, too.

T - shows me my learning target.

☺ - Understood

☹ - Need more help

☹- Did not understand

① means I did this by myself.

①:③ shows the number of adults and children in my group.

⑤ means I had a little bit of adult help.

⑤P shows me that there is a spelling for me to practice below. I need to copy it out to help me remember it.

My teacher might write other comments to show me things I have done well or things I need to work on more. I will read them!

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