

Holtsmere End Junior School

FEEDBACK AND MARKING POLICY

March 2012

Review: July 2013

Rationale

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions: enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Criteria for Marking - Why do we mark?

- To raise standards
- To motivate and encourage
- To acknowledge and appreciate the work children have done and the effort they have made
- To ensure that children are aware of errors
- To confirm an understanding of the subject for the child
- To interact and give positive feedback
- To inform the pupils of the next steps and show they have achieved a Learning Intention
- To plan future work for groups, individuals or class
- To respond to individual learning needs, marking face-to-face with some and at a distance with others
- In order for the marking to be formative, the information must be used and acted upon by the children

Practice: Types of marking

- The type of marking used for a task should reflect the aim of the task set
- It should relate to learning objectives, which must be shared with the children
- It should relate to the success criteria which must be shared with the children
- It should give clear strategies for improvement eg a 'closing the gap' comment
- The teacher writes down or asks for an improvement suggestion to help the child know how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:
reminder (e.g. reminding the child of the success criteria)
scaffold (e.g. modelling what the child needs to do to clarify the success criteria)
example (e.g. providing examples that demonstrate progression in standards).
- It should allow specific time for children to read, reflect and respond to marking
- It should involve children in the same process (whether written or oral), across all subjects
- It should use consistent codes throughout the school
- It should encourage and teach children to self mark where possible

The organisation of marking

1. Comments on the work should focus on the aim of the work and be relevant to

the Learning Objective. They can be about a specific skill, a child's understanding of the concept or the content of a piece of work. This can be done verbally with just a note in the teacher's mark book or an initial on the child's work.

2. Immediate feedback is the most effective and is therefore more likely to be Oral if this is done then the teacher will use the symbol VF in the child's book
3. Oral feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intention
4. Mark for maximum impact -this may mean not correcting every error
5. Comments should be positive and offer improvement prompts
6. Stickers and smiley faces (see marking symbols) can be used to great advantage to motivate children -especially those who find reading challenging.
7. The marking of a child's piece of work should be relevant to that child's stage of development, judged by the teacher, e.g. if the child is at the early stages of communication, it would be pointless to mark all spellings.
8. The editing of work should be consistent with school symbols.
9. Children should be involved with marking their own work as much as possible, whether by proof reading their own work, checking it with a partner (peer assessment) or reacting to comments made on their work by teachers.
10. Within the comments identify realistic and clear targets for improvement.
11. The children should be actively encouraged to read and act upon comments that have been made by the teacher. This can be done in the following ways:
 - Putting the comment in the form of a question, directive or give an example prompt
 - Having a reflective period to read work comments and respond by improving work
12. If a comment has been made verbally, the teacher should initial the work to remind the teacher and child that the work has been seen.
13. Any work showing significant achievement or effort should be rewarded with a Raffle tickets, merits showing work in assembly or shown to the Headteacher and receive a Headteacher's award.

Practicalities of marking

- Colour of pen should be different to that used by the child
- Children can compare a piece of their own work, with a piece of levelled work and identify what they need to do to raise the quality of their own work as using an example of work will help scaffold and model the standard expected from the class or group. It can be used as a teaching point.
- Written feedback should be legible and clear in meaning
- Written feedback should be developmental-children will find out how they are getting on and what the next learning step will be
- Use of a child's name in a written comment personalises it
- One piece per genre should be in depth marked

Responding to comments

During that lesson or at the start of the next lesson children will be given time to respond to the 'closing the gap' comment before the next lesson begins.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intentions for the task.

The emphasis in marking should be on both success against the learning objective and improvement needed against the learning intention.

A focussed comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

Codes

With most subjects, marking codes can save time and make the feedback more accessible to the child:

* A traffic light system will operate in maths. Teachers will at least once a week use red, orange, green highlighter pens to indicate a level of understanding. This will be used in following lessons to regroup the children accordingly to achieve the next steps in their learning.

- The child highlights 2-3 things which are best against the learning objective by highlighting them
- The child then puts a star where improvement against the learning objective could take place
- The child writes a sentence explaining what they have achieved
- The teacher highlights where the success criteria has been met eg 'Tickled pink' and marks with a green highlighter where an improvement could be made, writing a 'closing the gap' comment or prompt at the end of the work

Useful 'closing the gap' comments

- A reminder prompt

eg what else could you say here?

- A scaffolded prompt

eg what was the dog's tail doing? Describe the expression on the dog's face

- An example prompt

eg choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes

Secretarial features

Spelling, punctuation, grammar, handwriting etc should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things at once. When work is finished ask children to check for things they know are wrong in their work when they read it through. They should not correct all spellings, or they are likely to write further misspellings or waste time looking words up.

Only give children feedback about those things you have asked them to pay attention to. This will mean some things are unmarked, but over time will be marked.

Self-marking

Children should self-evaluate wherever possible. Children can learn to identify their own three successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Paired/peer marking

During lessons children will sometimes be asked to mark narrative work in pairs.

The following points will have been taken into account

- Paired marking will be introduced in year 3
- Children need to be trained for this, through modelling with the whole class, watching paired marking in action

- Ground rules are discussed, agreed and displayed in the class. eg listening, confidentiality
 - Children should work out what they like first, and then suggest ways to improve the piece but only against the learning intention - not spellings or handwriting etc. The 3:1 success to improvement ratio will be followed to avoid over criticism
 - Pairings need to be based on trust
 - Pairings should be ability based and could be supported by a TA
 - Children will be encouraged to discuss each other's work together rather than taking turns to be the 'teacher'
- Children will have the opportunity to work with different partners.

Marking symbols

See attached- this will be displayed clearly in every classroom

Presentation

At Holtsmere End Junior school children should be taught the importance of clear and neat presentation. The following will ensure continuity and consistency across year groups.

Each page should be dated and given a learning objective/ title
 Children should not draw, scribble or deface the cover of books
 Children should put a single line through any mistakes
 Children should correct marked work underneath the original
 Children, who need to, will write on every other line for clarity.

Quality marking

Maths and English

At least one piece of work per child, per subject, will be quality marked each week. This will preferably be done as face-to-face marking, with the child present, as part of a focus group or guided work.
 In maths, the teacher will initial the work if it has been achieved and comment. Children will write down if they have understood a task or if they have understood an error. Supply teachers will be asked to indicate so in their marking.

This marking and feedback policy will be reviewed regularly and monitored closely by subject leaders.