



NOOK LANE JUNIOR SCHOOL

FEEDBACK AND MARKING POLICY



In generating this policy, the **school council** participated in a discussion (7/9/11) relating to current practice in school – highlighting what they liked and what they thought could be improved.

What children like/value/look for/find helpful:

- ❖ T – target
- ❖ Children like to know *what* they have done well not just *well done*
- ❖ Being allowed time to read and respond to the marking comments
- ❖ A good balance of positive and negative comments
- ❖ Use of VCOP as a marking tool
- ❖ Stickers or stamps – make them feel proud of their work
- ❖ Peer marking – children would like more of this in maths, in particular

What children don't like:

- ❖ Too many spelling corrections (spelling marking should focus on topic words)

Suggestions for homework marking:

- ❖ Letter home to parents/quick note for projects
- ❖ Class vote/peer evaluation of projects
- ❖ Children would like project marks returned sooner (not at end of term)



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FEEDBACK AND MARKING POLICY



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

How children's work is received and marked and the nature of the 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

PURPOSES: Reasons for marking

- ❖ To recognise, encourage and reward children's effort and achievement, and celebrate success.
- ❖ To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- ❖ To improve a child's confidence in reviewing their own work and setting future targets, by indicating the next steps in learning.
- ❖ To indicate how a piece of work could be corrected or improved against assessment criteria, including Assessing Pupils' Progress (APP) materials.
- ❖ To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- ❖ To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- ❖ To provide evidence of assessments made and help moderate the interpretation of learning objectives and levels achieved.
- ❖ To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- ❖ To identify gaps in children's learning using APP and Assessment for Learning (AfL) to adapt curriculum planning in response to children's learning needs.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Principles

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

- ❖ They are made aware of the learning objectives of tasks/lessons and of the criteria against which their work will be marked/assessed. *'This is what you are going to do and this is how I will mark it.'*
- ❖ The learning needs of individual children are understood and work is matched and marked appropriately.
- ❖ Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- ❖ Where appropriate, marking/feedback is linked directly to learning targets.

Wherever possible, marking takes place with the children. E.g. when staff are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Towards a whole-school approach

In order to achieve a whole-school approach, marking methods must be agreed and should be:

- ❖ Consistent across year groups
- ❖ Developmental across the age-range
- ❖ Consistently applied by all those working with children in school, including supply teachers and support staff

The nature of feedback

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

NB: research indicates that **immediate** feedback is the most effective and is therefore more likely to be oral than written

Oral feedback

- ❖ is most powerful and has maximum impact when pointing out successes and improvement needs against the learning objective or learning question. Written reflections can pull down the quality of articulation of the learning. **The quality of the thinking can be higher if it is oral.**

- ❖ is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a child's response in moving on to the next step.
- ❖ may be in the form of a learning/reading conference or review.

Written feedback should be:

- ❖ legible and clear in meaning.
- ❖ developmental i.e. children will find out how they are getting on and what the next learning step should be.
- ❖ should refer to the success criteria.

NB Where written feedback is used, children are expected to read comments made on their work and it is important that time should be made available for this.

MARKING METHODS/CLASSROOM PRACTICE

General Points

- ❖ When written feedback is provided, time needs to be built into lessons/activity sessions for children to reflect on marking and to respond to it. This may be an interactive/questioning session
- ❖ Teachers should always mark that part of a pupil's work that refers to planned success criteria (spelling corrections should be limited to words the child should know)
- ❖ Short-hand, coded marking should use the school's marking schemes and should be consistent across year groups (see agreed symbols and procedures and marking code)
- ❖ VCOP (vocabulary, connectives, openers and punctuation) should be used as a method for teachers marking and as a tool for children to improve their work
- ❖ Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive wherever possible. Developmental comments should be followed by a suggestion or reminder for improvement in the next piece of work.
- ❖ Use of a child's name in a written comment personalises it.
- ❖ Sharing work with the whole class or with a focus group is helpful and complements individual target reviews
- ❖ Self-marking against success criteria can help empower a child to realise his or her own learning needs and to have control over future learning.
- ❖ It is not necessary or expected for teachers to always mark children's homework. Home learning is recognised and valued through a variety of methods – e.g. written feedback, display, peer evaluation or marking, class discussion, generic feedback and sharing of children's achievements with parents, carers and families through a range of organised events (e.g. class museum/exhibition/display etc.)

KEY FEATURES OF CELEBRATING ACHIEVEMENT

- ❖ Self-esteem is the most significant factor in being a successful learner.
- ❖ All achievements are linked, as each builds further confidence in future goals
- ❖ Links between achievements should be made explicit to children
- ❖ High teacher expectations can only be fulfilled with parallel measures to develop self-esteem

Summary of Key Principles

- ❖ Giving children too many criteria for writing demoralises most children – some pieces need to ask for a focus on the success criteria only
- ❖ There is no point in writing to a child if the child will have no means of reading or understanding it
- ❖ Success and improvement marking enhances achievement
- ❖ Children should be trained to gradually mark their own work, making improvements as part of a lesson
- ❖ Paired marking enhances learning but needs training

Monitoring and evaluating this policy

- ❖ This policy will be monitored through further consultation with staff.
- ❖ Children's workbooks will be monitored by the SLT group and subject leaders, with generic written and verbal feedback given to members of staff with focused areas for development.
- ❖ Individual feedback will be given where appropriate.

AGREED SYMBOLS AND PROCEDURES

- ❖ Teachers should mark in blue pens
- ❖ **2 stars and a wish** – to help to move a pupil's learning on and identify what worked well (related to learning objective or success criteria) and an area to improve
- ❖ Avoid over-emphasis on using only generic comments such as **good work, well done or LO met.**
- ❖ Give evaluative comments such as... **good you have shown that you can... next you need to...**
- ❖ Allow time for reflection in marking – give children 5 minutes to reply to the target. Include short tasks – What have we learnt? How did we learn? What helped you to learn? What didn't help? (metacognition)
- ❖ **Self** and **peer** assessment needs to be embedded in regular classroom practice
 - use of children's work as **models of quality work** for discussion, analysis and questioning
 - post –it notes/comments in books for children to give each other positive feedback and how work could be improved further (2 stars and a wish)
 - use of thumbs up/down or traffic lights to check understanding (e.g. who's on green?)
 - children to be trained and given opportunities to mark their own work and that of their peers
 - plenaries to be used regularly as a vehicle for peer and self assessment - children use written and verbal comments in plenaries, evaluating their own success against success criteria or learning objective

NB: children who explain and teach other children develop their own high order thinking skills

- ❖ Marking refers back to previous targets
- ❖ Levelled targets in front of books that are regularly reviewed and evaluated by pupils and teachers using **on target** and **target achieved** stickers
- ❖ Teachers regularly review and show evidence of progress towards **APP** assessment foci with APP stamps in English and maths
- ❖ Children annotate W in margin where they have worked on a wish
- ❖ SP to indicate spelling errors with correct spellings in margin – no more than 3 for any piece of work – children given opportunity to practise spelling highlighted words during feedback time. Higher achievers should be expected to find correct spelling independently using a dictionary.



NOOK LANE JUNIOR SCHOOL MARKING CODE



Mark	Meaning
SP	Spell this correctly (correct spelling may be written for some children)
^	Word missing/put an effective word here
_____	Mistakes should be crossed out with a neat single line, using a ruler
?	Something doesn't make sense. You need to read your work carefully and check it for mistakes
CL	Capital letter missing or in the wrong place
FG	Focus Group
//	New paragraph
VF	Verbal feedback
S	Support from teacher or teaching assistant
VCOP	Vocabulary, connectives, openers, punctuation