



# **Feedback and Marking Policy**

Gaer Primary School

## **Mission Statement**

We believe feedback and marking should provide constructive feedback to every child, focus 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. Closing the Gap strategies used are question prompts, reminder prompts and example prompts.

## **Principles**

Marking and feedback should:-

- Be equal for each child regardless of ethnic group, language, age, disability, special educational needs and gender
- Be manageable for teachers
- Relate to learning outcomes (WILF)
- Involve all adults working with children within the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Feed forward to improvement
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Celebrate where attainment is based on the child's previous attainment within the context of marking towards learning outcomes
- Respond to individual learning needs – marking face to face with some children and at a distance with others
- Inform future planning and individual target setting
- Be accessible to children
- Use consistent codes throughout the school
- To be seen by children as positive in improving their learning
- Encourage and teach children to self mark whenever possible
- To raise pupils self-esteem

## **Strategies**

### **Summative Feedback/Marking**

This usually consists of ticks and crosses and is associated with closed tasks or exercises. Wherever possible, children should self mark or the work should be marked as a class or in groups (as age appropriate).

### **Formative Feedback/Marking**

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and secondly, in a whisper, on other features.

## Quality Marking

Not all pieces of work can be 'quality marked'. A double tick on WILF to show that it has been achieved or a sharp comment will suffice on some learning. All extended writing will be quality marked. Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be both on success against the learning intention and improvement needs against the learning intention. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could achieve.

Success and improvement should be pointed out verbally or in written form. Useful 'closing the gap' comments, depending on the ability of the children are:-

- A reminder prompt – Don't forget, capital letters to start a sentence
- A question prompt – Why?
- An example prompt – It is their house (belonging) / The door is over there (place)

## Secretarial features

Spelling, punctuation, grammar etc will not be asked for in every piece of narrative writing because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to proof read focusing on WILF (and their personal targets for writing activities and IEPs)

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

## Self-marking

Self marking should not be introduced until Year 2, unless a teacher feels that younger pupils are ready for this. When pupils self mark, teachers need to comment/ double mark to WILF as well.

Children should self evaluate wherever possible. Children can identify their own successes and look for improvement points. (Year 1 and 2 – 2 stars and a wish). The plenary will then focus on this process as a way of evaluating learning. Reception pupils self evaluate with smiley faces and thumbs up and down.

## Shared marking

Using one piece of work from a child to mark as a class at regular intervals models the marking process and teaches particular points at the same time.

Another strategy with older pupils is to show two pieces of levelled work, with the same title, and discuss their differences.

## Peer marking

Before ends of lessons, children will sometimes be asked to mark narrative work in pairs. The following points are important:-

- Peer marking should not be introduced until Year 2, unless a teacher feels that younger pupils are ready for this.

- Children need to be trained to do this, through modelling with the whole class, watching the peer marking in action
- Pairings are best decided by the teacher

- Encourage a dialogue between children rather than taking turns to be 'teacher'. They should discuss each other's work together eg I think this bit really shows what the character was feeling, what do you think?

## Marking by adults other than class teacher

When students, teaching assistants, 'floating' teachers, PPA teachers, Head teachers or supply teachers mark learning this policy must be adhered to and must be signed.

### Organisation

- The first 5-10 minutes of a lesson should, wherever possible, be used to get around the class to establish understanding and act on it whenever work is too easy or difficult
- Whenever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings (written in evaluation on planning)
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available
- Distance marking should be accessible to the children and manageable for teachers. Use double ticks against learning outcomes (including at the top of the page where WILF is written to show if it has been achieved).
- When work has been distance marked, time must be given for children to read and then make one focused improvement based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted on by the children and must be accessible to them – eg printed in Foundation Phase, joined, legible script in KS2.

### Marking/Editing Codes

Pupils will be encouraged to use the same editing codes that their teachers use to mark

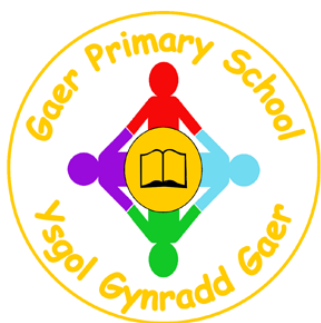
- Double tick to show WILF has been achieved (at the top of the page where WILF is written and within the work)
- Spelling error – underline incorrect word and write 'sp' above it – this indicates that the child needs to use a wordbook / dictionary and write the correct spelling at the end of the piece of work x3

**OR** write 'sp' above the word and rewrite it correctly at the bottom of the piece of work for the pupil to copy correctly x3

- // - new paragraph needed
- / - new line needed
- ^ - inserts
- Overwrite a small letter with a capital letter
- Letter or punctuation mark circled – go back and correct the letter/punctuation mark (Limit number of circles in a given piece of work).
- T followed by target number, circled in margin with a tick show personal target has been achieved.
- Punctuation marks written in as appropriate

**In Reception the principles of this policy will be applied as appropriate.**

**Mr A Smith (November 2014)**



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