

Feedback and Marking Policy (Formative Teacher Assessment)



Rationale

This policy forms part of our whole school ethos of teaching and learning. The way in which children's work is received, marked and responded to has a profound and direct bearing on motivation, learning attitudes and future achievement. Regular formative assessment of children's work will bring positive benefits to all, enabling staff to plan appropriate provision. All members of staff are expected to be familiar with this policy and to ensure that it is applied consistently and effectively.

Purposes of Feedback and Marking

- To let children know what they have done well - recognising, rewarding and celebrating effort as well as achievement.
- To let children know how a piece of work met assessment criteria and how it could be improved.
- To encourage reflection.
- To make "next steps" in learning clear.
- To enable children to develop confidence in reviewing their own work and setting future goals.
- To build resilience, as children can see that making mistakes and improving work are part of the learning journey continuum.
- To provide timely diagnostic feedback to inform the next teaching session.
- To inform future curriculum provision.
- To support the regular summative teacher assessment judgments regarding a child's attainment in relation to the National Curriculum Expectations.
- Enables parents to share the progress of their child's learning journey.

Types of Feedback and Marking

- Written comments
- The use of agreed symbols
- Verbal feedback
- Discussion with the child
- Questioning the child to elicit understanding and identify misconceptions
- Enabling children to respond to each other's work
- By facilitating supported self-evaluation - involving children

Feedback is always applicable to individuals, but may where relevant, be given in a group situation. It should refer to the learning intentions of the task - however this does not preclude staff from capitalising on children's success witnessed in other areas. It will form the basis of discussion between a teacher and a child about next steps in learning.

Principles and Practice

1. If children are to develop as independent learners, with an awareness of their own strengths and areas for development, it is essential that the work they are expected to complete is matched to their needs and marked appropriately.
2. Children should be aware of the learning objectives in a teaching session and have a right to know exactly what the expectations are for each task they are required to undertake. They should be clear about the success criteria against which their work will be judged. Teachers will be selective about which aspects are to be the focus.
 - *Children should always be able to answer questions such as 'What are you learning today?' or 'What is your teacher looking for in this piece of work?'*
 - *Children will, as much as possible and wherever appropriate, be involved in establishing the success criteria for the tasks.*
 - *Pupils will be praised for commenting on their work in relation to the stated learning objectives.*
 - *Pupils will be encouraged to develop the habit of responding to their own work - with the clear objective in mind - before giving it in or sharing it.*
3. All children have a right to expect an appropriate response to work they have done.
 - *The nature of the response will vary according to the age of the child and the objective of the task. Lengthy written narrative is often not appropriate.*
4. Children have a right to expect a response to their work as soon as is practicably possible.
 - *To be most effective, feedback will often be given whilst the work is in progress, or part way through, so that advice given can be acted upon to influence the outcome.*
5. All staff should consistently use the agreed symbols - see appendix. In the early years of schooling, the full range will clearly not be used but children will be made aware of what they mean as they become appropriate to the children's learning and levels of understanding.
6. Children will be expected to become familiar with and use the same agreed symbols in their own drafting.
7. Self and peer-evaluation against success criteria can empower children to recognise their own learning needs and set their own goals. To support this, staff will model the marking process on regular basis and provide opportunities for pupils to mark and give feedback on their own work and that of their peers. Marking ladders/checklists may be used and attached to work.
8. Sharing work with the whole class or a focus group is also helpful to move learning forward. If a child's work is to be used in this way, it should be with the prior agreement of the child, in a culture of respect and sensitivity.
9. Children have a right to honest, fair, and constructive feedback, which points the way to improvement by identifying both strengths and weaknesses alike. Success and Improvement methodology should be used in core subjects on a regular basis. Developmental comments should be followed by an improvement prompt (a reminder or scaffold for example).

10. Feedback should enable children to 'close the gap' between what they have achieved, and the desired outcome.
11. Opportunities for pupils to act upon feedback, or to seek clarification or guidance, should be built into planning.
 - *Early morning work may focus around reviewing work completed the previous day.*
 - *Lesson openers and plenaries are recognised as opportunities for constructive feedback, the addressing of misconceptions and for children to respond.*
 - *Where it is apparent that groups of children need similar "next steps" this will be recorded via teacher annotation on weekly planning; with the subsequent lesson(s) amended to reflect required learning.*
12. Staff will not make marks or write narrative on children's work merely 'for show'. Feedback to children must have a genuine purpose and value - primarily this will be to improve the child's levels performance and motivation.
13. The way in which teachers and teaching assistants respond to pupils' work has an important role to play in motivating children and celebrating their success. It is not to be viewed as a mechanism purely for identifying weaknesses and errors. Sensitivity should be shown and comments should be positive wherever possible. Using a child's name in a written comment personalises it and should be used as appropriate.
14. Responding purposefully to children's work, and engaging with the pupils in the evaluation of their work will enable teachers to plan more effectively to meet the learning needs of all pupils in the class.
15. Teachers will annotate weekly plans and keep such records as are useful and manageable to ensure that the results of formative / teacher assessments are effectively used to promote good progress, and that future planning responds to the children's learning needs, building upon prior knowledge and addressing misconceptions or weaknesses.
16. Subject Leaders and the school leadership team will monitor the effectiveness and consistency of our responses to pupils' work by sampling and by talking with children.
17. Colleagues will be encouraged to celebrate and share good, effective practice with others.

This policy was originally drawn up as a result of discussions and meetings during 2011-12. It was reviewed in 2016 in conjunction with the National Workload Review recommendations.


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Statutory testing, summative assessments, appropriate record keeping and arrangements for reporting to parents are also carried out in accordance with the school's overall policies.

Adopted Date: September 2012
This review and amendments made by teachers October 2016
Adopted By C&S and FGB March 2017

MARKING SYMBOLS (from October 2016)




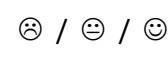



WRITING

	incorrect spelling (either write word above or in margin, or expect child to know/look up)
once	capital letter needed here
P (in margin)	check punctuation . , ! ? ; ; () “ ” (may also be written in place , using contrasting colour)
? (in margin)	this does not make sense... please re-read and correct
^	insert a word or phrase here
*	more detail needed here / see * for additional text
✓ (within work)	indicates where child is meeting objective (e.g. for vocabulary, punctuation – so may be used instead of pink highlighting)
 	lines down margin indicate this part does not make sense/needs more detail etc and requires redrafting (children then need time to do this)
/	new line needed
//	new paragraph needed

MATHS

•	look at this answer and check it (write correction alongside, or recalculate as a separate piece of work)
✓ / x	correct answer / incorrect answer
—	underline reversals (and reinforce correct orientation)
o	this digit is incorrect (circled)

GENERAL

	Guided work with teacher or TA (heavily modelled work)
	Supported work with teacher or TA (scaffolding/support provided – useful to specify nature) ... <i>verbal feedback is an integral part of this process so V does not also need to be used.</i>
	Independent – no adult assistance in the writing/recording of ideas
	I don't understand this / am still unsure / I understand this
	pink highlighting for success
	blue highlighting for improvement (children need time to act on this)
	verbal feedback
Purple Pencil	Children use this in response to feedback to make improvements to their work