

## Our Lady of Mount Carmel Primary School



### Feedback and Marking Policy September 2016

“Because our children are listened to and valued, they feel they belong and thus continue to achieve and grow” (Mission Statement)

#### Rationale

Marking children's work is a very important part of teacher and self-assessment. At Mount Carmel Primary School our aim is to ensure all children will have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and personal target setting. Marking and feedback can be oral or written, but should have a positive impact.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understandings. We want our children to engage in self-reflection and to be able to identify the next steps in their learning. To this end we aim to equip children with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked and the involvement of children in the marking and assessment process across the school.

#### The Nature of Marking/Feedback

- Marking of children's work can have different roles and purposes at different times and should involve both written and verbal feedback provided individually by the teacher where possible/appropriate.
- Children's work should be marked regularly and frequently.
- Teachers should look for strengths before identifying weaknesses when marking.
- Marking should be linked to learning objectives, success criteria and targets which have been clearly identified at the start of every session and in planning.
- Marking should be used to inform teacher's judgements concerning children's progress and to inform teacher records and reports. Contextual comments or highlighting should be used to inform the child of success and/or to suggest routes to improvement.

- Children should know the success criteria they are working towards before undertaking a piece of work. They should understand the meaning of the marks/marking they receive.
- Marking/Feedback should include specific guidance about how to improve; concrete strategies to help children move from what they have achieved to what we want them to achieve.
- Time should be built into lessons for the children to absorb any comments written on their work or any oral feedback given. Children should have time to carry out improvements on a piece of work, according to suggestions given. Time must be given for children to edit their work. For assessment to enhance learning the feedback information has to be used.
- Marking/ feedback has an important role in establishing where children are on their learning journey and the next steps required to move them forward. Where appropriate comments should indicate the next steps required in order to improve work moving it from current performance to desired performance (bridge the gap).
- Effective and positive marking/feedback related to individual or group targets will help make the learning process more meaningful to children and allow them to take a greater control and responsibility for their own learning.

#### Self-Evaluation/ Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.

#### Implementation

The following agreed procedures for marking and correcting children's work should be implemented by all staff.

- Children's work should be marked as soon as possible after completion and, whenever possible, with the child/ children.
- Marking should be done in green pen.
- Children should be involved in developing the success criteria for a piece of work.
- Writing in the independent writing book is marked against the success criteria with 2/3 areas of strength highlighted in pink (tickled pink) and an area for improvement highlighted green (green for growth). A comment/target should be made which indicates how the work could be strengthened. This is so that the child understands to what degree he or she has been successful and then, importantly, how the work can be improved next time. Writing in the literacy book should still highlight areas of strength and areas for development although the highlighted pink and green sections isn't necessary.
- Spelling of high frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations.
- Each spelling, punctuation, grammatical error will not be addressed in every piece of writing. The purpose of correcting features is for children to learn from their mistakes and to improve and develop their skills further, not to make the child feel discouraged or heavily criticised. With this principle in mind, spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child. It may be appropriate to focus, for example, on correcting one paragraph/section of writing in detail, whilst only checking for content throughout the remaining work.
- Children require time to act upon this 'bridging the gap comment' or to make their own improvements.
- Where oral feedback is used the teacher will record this using VF. It is not necessary to record every detail of what has been said unless it directly informs next steps or other professionals working with the children.
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- In other subject areas comments should be made in relation to identified learning objectives.
- In KS2 in other subject areas achievement of the objective should be indicated to the children through the following criteria

Understanding of work	Presentation of work
<b>A</b> Excellent	<b>1</b> Excellent
<b>B</b> Very good	<b>2</b> Very good
<b>C</b> A good attempt	<b>3</b> A good attempt
<b>D</b> You need help	<b>4</b> Careless- Please repeat work

- In KS2 children will be given the opportunity to self-assess progress towards the maths learning objective using the traffic light system and/or their own written comment.
- Children should be empowered to mark and improve their own work and that of a close partner through extensive modelling, discussion and comparison of quality.
- In some instances it might be appropriate to encourage a written dialogue between child and teacher so the child will feel active in the marking process and their opinion is valued. Children should be encouraged to comment on or acknowledge that comments have been read.
- The use of personal and layered targets will provide opportunity for children to be involved in the marking process and to be able to identify their own route to improving their work.
- The use of smiley faces, stamps and other rewards should be at the teacher's discretion.
- Teachers will meet with each child individually at the end of each term (Aim Higher Meeting) to discuss children's attainment, progress and targets. This will be of a positive nature and celebrate the achievements and progress made by pupils as well as highlighting the next steps for improvement.
- From Year 2 onwards: Full date and L.O to be written in all subjects except maths (short date and L.O) .In Year 1 date and L.O should be typed and stuck in.
- Friday's Achievement Assembly may celebrate children's achievements in a particular piece of work. Children may also show their work to the Headteacher or another teacher in order to acknowledge special effort.

### Monitoring and evaluation

Children's work will be monitored by middle leaders and SLT continuously through drop-ins, book scrutiny, observations and regular oral or written feedback given to individual members of staff. Where appropriate, subject

leaders will highlight good practice and areas for development for all staff to consider and discuss. Subject leaders will monitor subject specific marking as part of their monitoring role.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the two key stages and between year groups.

#### Review of Policy

The policy will be reviewed annually.

The date of the next annual review will be September 2017.

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