

Stanbridge Primary School

FEEDBACK & MARKING POLICY



Signed (Headteacher):	Name: Miss F Bertham	Date: 18/01/17
Procedural Policy		Next Review: Term 3 (17/18)

Stanbridge Primary School

Feedback & Marking Policy

Responding to Children's work Policy.

Rationale





At Stanbridge Primary school we aim to provide high quality oral and written feedback to learners:





- To engage the learner by ensuring they feel valued for their efforts and achievements.
- To identify misconceptions and provide next steps to develop and empower the learner.
- To inform the parents of their child's learning and achievements.

FEEDBACK AND AIM HIGH!



Feedback helps us to make strides forward in our learning. Next steps and editing play a key part in helping us to improve our work.

Coloured Pen	What it means...
Pupil's Purple Polishing Pen 	We use this pen to edit and improve our work. We also use it to respond to teacher's marking.
Teacher's Green for Growth Pen 	Our teacher uses this colour to show us our next steps in learning and what we have done well.
Orange Highlighter  WILF	My teacher will highlight the word WILF in orange if I have not achieved it or I need more practice. In my work, my teacher will underline in orange where I need to have another go.
Green Highlighter  WILF	My teacher will highlight the word WILF in green if I have achieved it.

Symbol	What it means...
T	I worked with a teacher.
I	I worked independently.
TA	I worked with a TA.
sp	I have a spelling to correct.
✓	One tick shows us we have met the success criteria.
✓✓	Two ticks shows us we have exceeded the success criteria or done very well.
	I have spoken to a Teacher or a Teaching Assistant about my work.
	I have understood today's work. I understood but I need to practise some more. I did not understand today's work.
	Next steps
 Post it	Tiny Tickable Target (This is something I must not forget to do!) I can move this post it to my next piece of work to remind me.

Marking and Feed Forward for teachers

<p><u>Principles of Effective Feedback</u></p> <p>Children must know the purpose of the task.</p> <p>They must know how far they've gone towards achieving it.</p> <p>They should know how to move closer to the desired goal.</p> <p>Marking should relate to the learning objective.</p> <p>Time should be given for improvements to be made.</p> <p>It should aim to close the gap by giving specific recommendations.</p>	<p><u>Oral feedback:</u></p> <ul style="list-style-type: none"> •Needs to be planned for. •WWW or EBI. •Use speech bubble symbol. 	<p><u>Peer and self-assessment</u></p> <p>Mark your friend's work and give them a challenge.</p> <p>Show me how you feel about this work, using smiley faces. Why do you feel that way?</p>
<p><u>Success Criteria in Writing</u></p> <ul style="list-style-type: none"> •Each cold task and end of unit outcome will have a success criteria grid to enable the pupil and teacher to assess their work. •Use the same symbols (one tick, two tick in green). •Pupils use faces to show how they feel they have achieved the criteria in purple pen. 	<p><u>Pupil marking</u></p> <ul style="list-style-type: none"> •Checking (re-do; calculator; challenge). •Use of calculators. •Next steps. •Suggestion: mark your group in the guided session - they then have time to respond. •Use anything emerging from the lesson in plenary (or mini-plenaries) or to start your lesson the next day (eg 'spot the error'). 	<p>Decide with your talk partner which of the success criteria you have been most successful with and which one needs help or could be taken further.</p> <p>Can you explain to me how you did this calculation so I can understand your method?</p>

Make marking action focussed

<p><u>Next Steps - Closing the gaps</u></p> <p><i>Refer to success criteria/ targets/ steps to success</i></p> <ul style="list-style-type: none"> • Remember to... (TTT Post it) • Correct these calculations - highlighted in orange • Now try... • Now... • Next... • Look at the example I have done - how did I do it? Now correct yours. • Can you spot 2 errors? Now correct them. • Look at the question again: Does this answer seem right? Why not? • Spelling - sp - identify a maximum of 3 spellings that a child needs to go back and correct (Child writes this out three times) in their purple polishing pen.
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<p><u>Next steps - Further Challenge</u></p> <ul style="list-style-type: none"> • What would happen if...? (eg you used a higher number/ changed 1 digit; the shape; the rule; the number of...) • Now make this calculation harder. • Up-level this sentence. • Now try this (example): • Write a word problem to match your calculation. • Write an explanation of how you did this. • Do this with a higher number/ decimals/ 2-step problem/ different scale etc.
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Marking Policy

Aims

- ❖ To provide helpful feedback to individual children that will inform the next steps in learning.
- ❖ To aid ongoing assessment of pupil's progress linked to learning objectives.
- ❖ To help with future planning.

What is marking?

Marking could be as straightforward as a few ticks; it is recognition that someone has checked out the quality of what has been produced. It needs to identify strengths and weaknesses, through oral or written remarks, to help provide guidance on how to develop ideas and concepts further.

Who does the marking?

- If the nature of the work is relatively mechanistic, or the evaluation is within the scope of the child, the children may mark their own work. This forms part of our Assessment for Learning strategies.
- Another child may be involved in the marking and giving feedback when the criteria are fully understood.
- The teacher will undertake focused marking (in green pen) at key points throughout a unit of work, especially when the complexity of the work needs analysing and decisions need to be made about what needs doing next.
- The teacher is responsible for overseeing all marking that takes place within the class, although when appropriate the Teaching Assistant may support the marking process.

Marking at a distance

Marking should be carried out as often as possible with the child present, and comments made should be recorded on the child's work, if needed for future reference. If verbal feedback has been given by the class teacher that will be recorded as VF. However, if this is not possible a comment should be made for the child to know how they have coped with the learning objective for that piece of work (This is known as marking at a distance).




Comments should be written on the children's work. These should :

- Relate to planned learning objective;
- Be legible and clear in meaning;
- Recognise children's achievement;
- Indicate the next steps in the children's learning.

Work will be marked with T or TA to help identify support given, other ways to record differentiation techniques are listed in Appendix 1.

Evaluating work

Children need to evaluate their own work, to identify progress and help the teacher to provide future work. This can be achieved by using a code to decide how they felt the work was:

-  I understood the Learning Objective
-  I need more practice
-  I don't understand the learning objective

Children may also use a traffic light system for assessing their progress against the learning objective. Children also need the time to reflect on the comments given and respond to the next steps marking. This could be during registration time or an allocated time during the week.

During this time children have the opportunity to focus on developing the learning objective, correct spelling mistakes, include/change describing words etc. The teacher will also have the opportunity to discuss work with individuals, explain objectives and give support, where needed, during the reflection time.

Effective marking will

- ❖ Provide clear feedback to children about strengths and weaknesses in their work;
- ❖ Recognise, encourage and reward children's effort and progress;
- ❖ Focus teachers on those areas of learning where groups and individual children need specific help;
- ❖ Provide a record of children's progress ; and
- ❖ Help parents understand strengths and weaknesses in children's work.

Monitoring and evaluating of marking

Books will be monitored as part of our curriculum monitoring cycle by the Head Teacher and Senior Leadership Team, a random selection of books will be selected from each class to observe marking techniques. We will be looking for effective teacher marking and Assessment for Learning techniques.