



Marking and Feedback Policy

Stag Lane Middle School

First Draft of new policy

"Feedback to any pupils should be about the particular qualities of his or her own work with advice on what he/she can do to improve."

Black, P. and William, D. (1998) *Inside the Black Box*, London, King's College.

Marking and Feedback Policy

Rationale

In our school we believe that effective feedback is a fundamental part of the formative assessment process. (Assessment for Learning) Assessment practice should have a positive impact on pupil's attitudes, motivation and self-esteem. It is therefore important that pupils see assessment as a means of improving their standard of work. We believe that this can be achieved through providing careful feedback, where the pupil has a clear picture about **what they have done well and what they need to improve**. All staff in our school have a shared understanding of the purpose of giving feedback to pupils and use it to promote the quality of learning and to raise attainment.

'Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work, and when, through careful marking, they have a clear picture about what they have done well, and what they need to do better next time'

'Handbook for the inspection of schools' OFSTED 1992

This 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 and Feedback

- To further the teacher's awareness of the current stage of development, and identify future need.
- To motivate, encourage and to praise children's work.
- To promote a positive self image within the learners, thereby encouraging them to value and take pride in their work.
- To indicate how a piece of work could be corrected or improved against assessment criteria thereby raising attainment as pupils become better learners.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the next steps in learning.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To provide evidence of assessments made and to provide a record of pupil's progress.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.

The Nature of Feedback at Stag Lane may be:

- *oral or written*, formal or informal.
- given on an individual, group or whole class basis
- given during a piece of writing or after completion
- form the basis of a discussion between teacher and child, e.g. reviewing targets set.
- Work simply ticked or initialled (marked by either teacher, TA, child or peer)
- Quality marking by the teacher (success and improvement model)
- Quality marking by children (self or peer assessment)
- 'Test' marking for application learning intentions
- Marking every error
- Combination of the above

All Comments, oral or written should refer to the Learning Objective/success criteria of the task or marked against the child's target.

Essential points for marking and feedback

- ◆ Feedback is most effective when done promptly and is therefore most likely to be oral.
- ◆ Outcomes should be fed back to the children as soon as possible; this could be to individual children, groups of children or to the whole class
- ◆ To be meaningful and constructive, feedback to children should be based around shared objectives and success criteria.
- ◆ Learning Objectives for tasks should be shared with pupils at the onset of each activity and recorded by children as appropriate.
- ◆ Children should be made explicitly aware of what achievement will mean in relation to the given task (sharing the success criteria - *'This is what you are going to do and this is how I will be marking it'*)
- ◆ Use of a child's name in a written comment personalizes it.
- ◆ Sensitivity should always be shown towards children's work and comments should be positive
- ◆ Wherever possible, marking should take 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

Oral feedback

- Should praise success
- Identify ways forward
- Encourage self analysis
- Be linked to learning objectives /success criteria
- Be precise
- Be as immediate as possible
- Use good examples as role models.

Written feedback

- Legible and clear in meaning
- Developmental, ie children will find out how they are getting on and what then next learning step will be
- Contain an element of praise
- Refer to learning objectives / success criteria
- Can be used when oral response is not possible.

It's a wasted effort if children aren't informed by it and can't progress as a result of it.

Our Practice

- ◆ In our feedback we will remember that children can only take in a limited amount of information at any one time and we will focus on one or two key areas for improvement.
- ◆ Selected written tasks will be agreed upon in weekly Year Group Meetings and highlighted in planning, to be 'quality marked' using the 'Success and Improvement Model' as advocated by Shirley Clarke.
- ◆ Children are expected to read the improvement comments made on their work and time will be made available for them to act upon the comments (i.e. make improvement) before moving on to the next activity. - Planning will reflect and identify time for 'improvement' following marking and feedback.
- ◆ Research has indicated that marks or grades can cancel out the impact of any comments, therefore we will only write one or the other. (House points may be awarded on the improvement made)

- ◆ We will only comment on spelling and grammar if they are part of the focus of the lesson, if it is a spelling the pupil should know or if it is related to the child's target. E.g. a repeated error.
- ◆ Under the guidance of the teacher, Teaching Assistants will also mark work
- ◆ At times children will be given responsibility either as individuals or as learning Partners for summarizing feedback and recording it in their books. (self and peer assessment)
- ◆ We will use our marking code (see **Appendix 1**) consistently to indicate to children where **improvements** of a **secretarial nature** need to be made or in mathematics where calculations are incorrect.

Providing quality feedback through marking

Pupils will be made aware of where the stated objectives were **successfully met** by:

- selective marking which focuses on the shared objectives rather than all aspects of the work;
- ticking, double ticking, highlighting or ringing two or three places where achievement was most significant or the stated objectives were clearly achieved, *for example, effective use of adjectives*;
- written comments in the margin or at the bottom of work which highlight positive aspects of the work;
- ticks for correct responses, where appropriate;

Pupils will be made aware of a manageable number of areas (usually 1) in which **improvement/ progress** could be made in their work and the strategies for achieving this by:

- insert marks (eg^{***}) within texts to indicate areas to be revisited, develop or corrected;
- linked teacher comment in margin or at bottom of work giving **reminder/scaffolded/example prompts** of how sections/aspects could be improved or next steps. These improvement prompts will largely be elaborating and extending, adding a word or sentence, changing the text or justifying. *for example, in literacy focus on a specific section of the writing 'Describe what the deserted tent looked like to you as you approached it.'*
- written comments/indicators for ways forward e.g. "next time...", "try to...", "think about...", "go back to...and..."
- reference to/comparison with parts of the work where the objective was achieved
- additions to target lists in the back of books or on target lists/cards.

Self Assessment and Peer Marking with Learning Partners

Children will be encouraged to self reflect and sometimes with a partner on their learning, development and achievement in relation to the shared objectives/success criteria in the following ways:

- by maximising opportunities for reflective whole class and group plenary sessions across the curriculum;
- by modelling, and encouraging pupils to use, questions which enable/require the learner to think about *what* it is they have learned and *how* it is they have learned and learn most effectively;
- by displaying in all classrooms an appropriate range of generic reflective questions to be used by all teaching staff and pupils to guide plenary discussions (see **Appendix 2**);
- by group and paired discussion with peers at the end of sessions and before whole class plenary, *for example, take 5 minutes to reflect with your group on how well you think you have done in relation to the objectives we discussed*;
- by returning pupils to the written or initially discussed objectives and asking them to categorise as: *achieved/partly achieved/not achieved*;
- through the regular use of established 'learning partners' who discuss work together;
- by seeing themselves as 'first markers' of their own work, for example, having a checklist for self-review of writing on the back of their guidelines/on front cover of exercise book/displayed in the classroom (see examples in **Appendix 3**)

Note: These may be graded in content for different age groups or in relation to different National Curriculum linked levels of performance.

Monitoring and Evaluation

The implementation of this policy will be monitored in the following ways:

- systematic tracking of the work and records of a number of pupils per class. Books from two pupils per class will be taken in per week and monitored by the Head/Deputy Headteacher;
- systematic tracking of pupils' work by Year Group Leaders;
- subject leaders review and recording outcomes as set out in the Monitoring Policy;
- discussions with pupils about how they perceive the feedback they receive
- involvement of curriculum governors;
- review meeting involving all staff.

Review

This policy will be formally reviewed by the end of the Autumn Term 2006.

Annotations used in marking

As your teacher, your peers or you yourself review your written work, you may find it helpful to use the following codes in the margins to indicate an area for improvement.

- P - Punctuation
- Sp - Spelling
- SL - Spelling to be looked up and put in spelling log
- ? - Does not make sense
- /\ - Word missed out
- = - Capital letter needed
- // - A new paragraph needed.
- V - Verbal feedback has been given. A brief annotation (note) can be included to remind you of what has been said.
- L.O.A.- Learning Objective has been achieved.

Questions to ask at the end of a lesson - the plenary

What do you think you have learnt/found/out?

Do you think that we have achieved what we were aiming to? Why do you say that? Can you show me an example?

What went well/not so well?

What are you particularly pleased about? Why?

Would you need to do anything different next time?

Can you tell us what you have found out?

Can you describe your method/how it works/what you did?

Having done this, when could you use this method/information?

Can you think of any other experiences that this reminds you of?

Did you use/learn any new words/vocabulary today?

What are the key things you think you need to remember?

What could you aim to improve next time?

If you were teaching this to another class or group, would you do anything differently?

Editing Card

Use this card to check your work, then read your writing to a friend before taking it to the teacher.

1. Does your work have a title and is it underlined?
2. Does your work make sense? Read it through carefully.
3. Check the spellings that may not be spelt correctly. Find the spelling in a word log or dictionary.
4. Make sure that sentences start with capital letters and end with full stops.
5. Make sure there is a question mark at the end of each question.
6. Have you put speech marks at the beginning and end of someone speaking?
7. Have you used commas where you need to?
8. Is there any part of your writing that you could improve? If so put () around the part you want to alter and think about how you might do this.
9. Could you use more interesting words to make your work better? Use a thesaurus to help you.

Marking and Feedback Policy in diagrammatic form

