

Rothwell Primary School

A Policy for Feedback and Marking

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

Aims

- To ensure that all pupils receive quality feedback which enables them to take their learning forward
- To make marking effective and meaningful for all pupils
- To ensure consistency of marking across the school
- To provide teachers with an effective method of providing feedback and informative assessment
- To raise standards of attainment

How children's work is received and marked and the nature of feedback given to them has a direct bearing on learning attitudes and future achievements.

Principles

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that:

- **Feedback is specific** : learning intentions and success criteria are shared with pupils in every lesson and these are the focus for feedback which can be both oral and written. Learning intentions are recorded on all written work.
- The learning needs of individual children are understood and **work is matched** to their abilities
- **Feedback is clear and constructive** - ie it is given promptly and in such a way that achievement is acknowledged and teaching points highlighted
- **Feedback is followed through**: children are given quality time to respond to written feedback and work on improvement suggestions given by the teacher
- **Children are involved** by understanding what is expected, what progress they are making. They develop responsibility for checking and improving their own and each other's work against agreed success criteria
- **Outcomes from feedback** and marking are fed back into teacher's planning

Sharing the Learning Intention with Children

The learning intention will be shared with children in a consistent way across each phase.

Reception: WALT (with pictures for 'Steps to Success')

KS 1: WALT and WILF (with 3 'Steps to Success')

Y3/4: LO (learning objective) Success Criteria

Y5/6: LC (learning challenge, written as a question) Success Criteria

Oral Feedback

We believe that oral feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning intentions. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session. Where peer or self assessment is used, teacher guidance will be given and a variety of talk partners will be chosen. Staff may indicate with a 'v' where verbal feedback has been given.

Written Feedback should be

- Legible and clear in meaning so that all children can read and understand the comments.
- Developmental – ie., children will find out their areas of strength and what their next steps in learning are.
- Indicate with initials who is giving the feedback, when lesson is being taught by student/supply teacher.

Written feedback can take a number of different forms depending on the nature of the task.

Closed Tasks

- Acknowledgement marking against the learning objective/intention – eg., learning objective/intention achieved (eg., stamp, tick, smiley face)

Marking Symbols

Symbols used for marking will be consistent across each phase – see attached sheets for details

Correcting mistakes

Spelling mistakes

Unless correct spelling is a focus of the lesson, a teacher should correct no more than *three mistakes* in any piece of work, focusing on key spellings or target words.

Punctuation Mistakes

As with the correction of spelling mistakes, it is not necessary for teachers to correct every punctuation mistake unless this is a specific objective.

Correcting Mistakes in Mathematics

Where a maths question is incorrect then the teacher will indicate where the child needs to self correct. If there is evidence of misunderstanding/repeating the same mistake then this will be addressed in future teaching.

Open Tasks

In open ended tasks – eg writing a story, solving word problems – pupils should receive quality feedback about their work and prompts as to how it can be improved. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. Marking ladders will be used from the end of Y1, where appropriate, at the end of key writing tasks.

When teachers are using focused marking to provide feedback to pupils, the following principles have been agreed:

- Indicating where the child's written work best exemplifies the learning objective/intention, eg., with a highlighter, 3 stars, ticks, smiley faces, underlining, reference to individual targets
- Indicating a limited number of areas where improvements can be made
- At the bottom of the page writing a prompt to help the child make a small improvement
- The type of prompt should reflect the ability of the child. The following are examples:

A reminder prompt

This simply reminds the child of what could be improved, eg 'say more about how you feel about this person'.

A scaffold prompt

This prompt provides some support

eg 'Can you describe how this person is a good friend? Describe something that happened which showed you were a good friend'.

An example prompt

This prompt gives a choice of words or phrases eg 'Choose one of these statements to describe the friend in your story; *She had really long blonde hair with a lovely smile.* *She was always kind and smiled at everybody she met.*

Next step prompts

The aim of this prompt is to indicate the next steps in children's learning – to move the child towards the next stage of their learning. These prompts may be in the classroom in the form of working walls, next steps, stickers on the table, punctuation pyramids.

Marking Key Skills in all subjects

Where a comment is needed that does not match to the learning intention of the task, teachers may note this as a 'key skill', e.g., KS full stop (where a child has missed full stops at the end of sentences, although this is not the key learning intention of the lesson.) A list of key skills will be displayed in all classrooms.

Communication with Parents

It is acknowledged that parents often look for 'traditional' marking when they look at their child's books. For this reason we will communicate the main points about our marking policy to parents.

Monitoring and Evaluation

We share best practice in feedback and marking and ensure that its main function is to support learning. Implementation of this policy will be monitored and evaluated through work scrutiny and pupil interviews.