



GREAT WISHFORD C.E. (V.A.) PRIMARY SCHOOL



Feedback and Marking Policy

Mission Statement

At Great Wishford Primary School, we believe, *'feedback and marking should provide constructive feedback to every child, focusing on success and improvement need against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance'*.

(Shirley Clarke, 'Unlocking Formative Assessment')

Marking pupil's work is an important part of teacher assessment. Feedback may be written or verbal – both are important. Pupil should be central to the marking processes, have opportunities to respond to their work and be encouraged to engage in the dialogue of assessment.

General Strategies

In order to give positive and constructive feedback and build self-esteem, provide and motivation at Great Wishford we believe these processes need to be adopted.

- Celebrating achieved pupil targets
- Teachers making assessments of pupils' achievements to plan the next step of learning
- Pupil self-evaluation (marking their own work against the **Learning objective**) to judge for themselves if they have achieved their target and where possible allow the teacher to focus in on the teaching need rather than simply pupil errors
- Marking should reflect the learning intention of the task
- Opportunities are identified in the daily planning to provide designated time for pupils to reflect on marking and to make a response. (RTM = respond to marking)
- Feedback may be written or verbal e.g teacher to sign to show that discussion has occurred e.g. **1to1 ADJ date**
- Pupils are given an active role in their learning through self-evaluating and target setting.
- Pupils will be supported to complete targets that have arisen from the marking or self-evaluation.

Effective marking can:

- Provide clear feedback to pupils about strengths and weaknesses in their work

- Recognise, encourage and reward pupil's effort and achievement.
- Focus teachers on those areas of learning where groups and individual pupil need help
- Help parents to understand achievements and areas of development in their child's work
- Indicate the next steps forward in the child's learning

When marking pupil's work, teachers should consider whether comments are:

- Necessary
- Form the basis of discussion between the teacher and pupil
- Inform future work
- Correct and improve an existing piece of work
- Recognise significant achievement
- Sensitive to the needs of the child.
- Encourage pupils to aspire

All work must be marked promptly in readiness for the next lesson. Whilst the emphasis of marking must focus on the content with regard to either the learning objective or set target, high expectations of standards linked to structure and presentation should always be maintained.

When marking it is important:

- A target is set.
- That the pupils know their target
- That the skill is taught by the teacher to achieve the target
- That the skill is taught by the teacher and the pupils are given set criteria by which they can assess their own success in acquiring or applying the focused skill.
- That sufficient time is given for pupils to carry out the follow up learning

Throughout the school pupils are encouraged to highlight their work and to be involved in setting their own targets.

What does this look like?

In Owl Class small targets are set. The teacher works closely with the pupils. Work is marked immediately alongside the pupil. Pupils are encouraged to self-assess their success at achieving the skill.

In the core subjects Kingfisher, Skylark and Osprey work is often of a longer or more detailed nature than Owl Class. A skill is broken down into 3 or more teaching activities aimed to be delivered over a sequential number of days. After the initial day's teaching teacher assessments will indicate any modifications that need to take place in the programme. Where independent groups have had a problem, intervention needs to be planned for the next day and any tasks carried out by the pupils needs to be identified in their ongoing books, so that pupils can focus in on the problem and overcome the difficulties as soon as possible. This does have implications for weekly overview of planning.

Pupil targets need to be small and in child speak e.g. “I can...” statements. Pupil should be encouraged to use independent work structures to evaluate and ‘mark’ their work for themselves to illustrate their understanding of the target and make an immediate assessment on their ability to achieve it. These success criteria should be identified and modelled to pupils to support and accurately self-evaluate their work.

Other implications for marking pupil’s work in books are the learning intentions being written by the pupil at the top of their work and that a judgement is made by the ‘marker’ as to whether the target has been achieved or not. A smiley face or sticker is put next to the target if it is reached and the teacher’s initials. Teachers initial work to also indicate that they have worked with a pupil during the task. (1 to 1 or 1 to 2. It should be made clear if they have not completed the task independently).

The marking symbols (page below) need to be displayed in each classroom so that it can be referred to when the pupil are self-marking.

Spellings no more than 5

- a) check its within phonetic range e.g ‘letters and sounds’ phases for the child.
- b) Pupils should be encouraged to use a range of taught strategies to develop these identified words.




Finally, teachers are to mark in green pen.

Reviewed 3/9/15

Next Review Date September 2016



Marking Symbols

-  Green – very confident at the skill
-  Yellow – could do better with consolidation
-  Pink – did not understand new skill

P Presentation is Outstanding

~~P~~ Something Missing/Untidy writing

↑ Improvement suggestion / next steps in learning

1HP = 1 House Point



‘Let’s Talk’



‘We talked about this’

Sp. Spelling correction (misspelled word highlighted orange)