



FEEDBACK & MARKING POLICY

Reviewed: Summer 2017

Next review: Spring 2019

Signed on behalf of the Governing Body

..... Date:

“an on-going process conducted both formally and informally, by which information and evidence about a child’s learning is absorbed and used to plan the next step”

(Ruth Sutton, Assessment framework for teachers 1991)

Introduction

At West Tytherley CE Primary School, we expect all children to make good or better progress and develop positive attitudes to their learning.

Assessment for Learning is concerned with both the learner and the teacher being aware of *where learners are in their learning, where they need to go and how they are going to get there*. ‘Assessment for Learning’ is central to children recognising and achieving their potential.

This policy outlines the key issues that ensure teachers and children at West Tytherley achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

Assessment for Learning (AfL) is used in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give developmental feedback to pupils is central to the process.

The key characteristics of Assessment for Learning

The key characteristics for AfL include : making the learning objectives explicit to the children; using success criteria to highlight what success looks like; using effective questioning; providing helpful and specific feedback through dialogue with the children and

through marking; adapting teaching to take account of results and the children's responses to feedback.

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. Teachers will ensure that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to establish if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.

The learning objectives will focus on learning not activities. Helpful learning objective stems include 'to know, to be able to'.

2. Success Criteria

Success criteria will be developed for each learning objective and will help provide children with a clear picture for what 'success' looks like. This can help children focus their efforts, evaluate their progress, discuss their strengths and next steps for improvement.

Success criteria can be generated by the teacher, but children will be encouraged to generate their own in recognition that this gives them more ownership over their learning with positive results.

3. Effective questioning

Asking effective questions helps the teacher to build up knowledge and information about the children's understanding and misconceptions. Key questions will be used during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including **prompting, challenging and probing** questions, are often recorded in teacher's medium or short term planning. The purpose of key questions is to develop learning and extend thinking.

Waiting or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. Teachers will use '**talk partners**' to allow children to rehearse and scaffold their answers. This will facilitate better responses from the children and provide much more information to the teacher about the extent to which children have understood the new learning.

4. Helpful and Specific Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers will identify the next steps to learning as well as responding appropriately to any mistakes. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress.

Oral feedback is the most regular and interactive form of feedback. It is important that feedback is constructive and informative to help pupils take the next steps in their learning and delivered in a way that is sensitive to the needs of the learner. This feedback can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said). It is also important that feedback comments on the learning process, outcomes and progress made - rather than the child and their failure.

Teachers may involve the whole class or group in marking of one piece of work, as this can be useful in involving children to contribute through a process of discussion, analysis and modelling. It is also an opportunity to model the language pupils can use when responding or giving feedback to others.

5. Marking

Children will have their work marked so as to improve learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment.

The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of **'how'** and **'what'** they are learning.

Teachers will also encourage pupils to self-assess their own work to help them develop evaluative skills. This can be by marking against the success criteria; recording traffic lights in their books; using '2 stars and a wish'; highlighting specific words or phrases; and using 'Proud Purple and Growing Green' comments.

Teachers will also involve other children in marking and responding to work of other peers. This is important in encouraging children to become more independent and responsible for their learning and the learning of others.

Appendix 1 provides some helpful guidelines when marking books.

6. Adjusting teaching to take account of results

Marking and other feedback to pupils will be used to inform future planning. Teachers may modify their planning to make adjustments to future learning.

7. Pupil Response to Feedback

All pupils will be taught and encouraged to respond to marking. This can simply be an initial to show that marking has been read and understood, or children can respond back to teacher by way of a comment or ongoing dialogue.

Appendix 1: Marking

Teachers should have reference to the following guidance when marking work:

- Marking is only of value if comments are read and responded to.
- Each piece of work should be responded to – by the teacher, the pupil, or another pupil – showing at least that notice has been taken.
- All work marked by a member of staff should be in a contrasting pen colour to the pupils' written work.
- Work marked by someone other than the class teacher (e.g. teaching assistant or visiting teacher) should be initialled.
- Work marked by the children should be in a contrasting coloured pen or pencil. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement.
- Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language. Comments should model the handwriting policy.
- All marking will be positive, informative and constructive and comments must relate to the Learning Objectives and the Success Criteria. Only give feedback on what children were asked to focus on.
- Children should be encouraged to leave incorrect answers and not rub them out.
- Any calculations, sentences etc that need to be corrected should be indicated in *Next Steps* comment where appropriate.
- Useful 'close the gap' comments are:
 - **Reminders** - *What else could you say here?*
 - **Scaffolds** – *What was the dog's tail doing? The dog was angry so he.....! Describe the expression on the dog's face.*
 - **Examples** – *Choose one of these – He ran around in circles looking for the rabbit/The dog couldn't believe his eyes.*
 - **Modelling**
- When spelling corrections are identified, these should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and written correctly in the margin. The child will then write the word 3 times when responding to marking and copy into the back of their literacy books to support future work.
- Punctuation marks relevant to the child's development will be marked. Punctuation mistakes will be inserted where omitted and circled where wrong, although it is more useful for children to independently locate spellings and make changes.
- Follow-up is essential after marking; it is the crucial element. Time should be given to pupils to correct, redraft, edit, add or respond. Corrections and responses should be completed below the last piece of work.
- Marking will inform teacher's judgements on how a child is progressing in relation to the whole class, National Curriculum attainment and the child's individual ability and will be used to inform teachers' records and reports to parents.
- Marking should be undertaken so that it: *Highlights success* - where the pupil has achieved positively against the success criteria and provides a '*closing the gap*' prompt to help children make improvements.