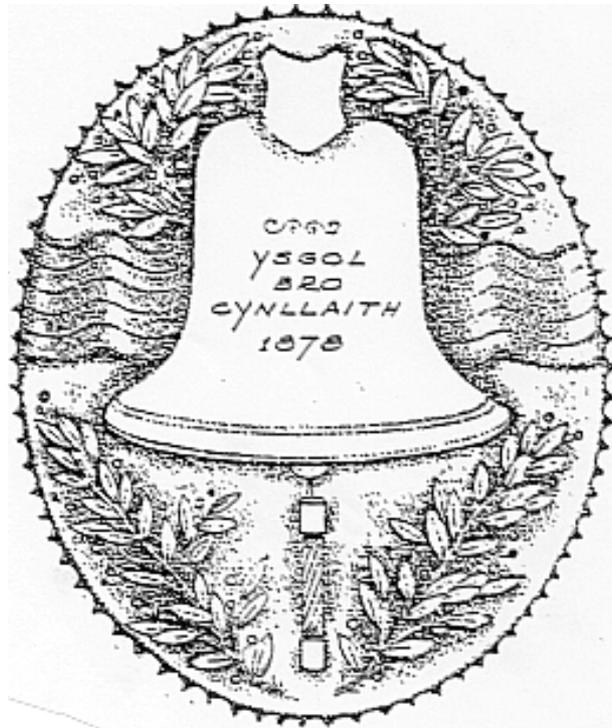


Ysgol Bro Cynllaith



Marking and Feedback
Policy

MARKING AND FEEDBACK POLICY AND PRACTICE

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

At our school we agree that there has to be continuity of approach and philosophy where marking is concerned, so that the child knows how the work has to be presented and how it will be received. Marking pupils' work is an essential part of our ongoing assessment procedure. It should focus on the proposed learning objective and by its nature, assess whether such learning has taken place. How children's work is received and marked and the nature of the feedback given to them will have a direct bearing on learning attitudes and future achievements.

At Ysgol Bro Cynllaith we see the purposes of marking as follows:

- To recognise, encourage and reward children's effort and achievement and celebrate success.
- To provide dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning
- To indicate how a piece of work could be corrected or improved against success criteria
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To identify pupils who need additional support/ more challenging work and to identify the nature of the support/ challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Principles

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

- They are made aware of the Learning Intentions of tasks/ lessons and of the criteria against which their work will be marked/ assessed. This is what you are learning to do (WALT) and this is what I am looking for (WILF).
- The learning needs of individual children are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where possible marking/ feedback is linked directly to learning targets.

Wherever possible marking takes 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 and suggests the next steps children might take in their learning.

In order to achieve a whole-school approach marking methods must be agreed and should be:

- Consistent across year groups
- Developmental across the age range
- Consistently applied by all those working with children In school, including supply teachers and support staff.

The nature of feedback

- Comments should refer to the learning intention of the task
- Comments may form the basis of a discussion between teacher and child e.g. reviewing targets set.
- Comments may be oral or written, formal or informal (research has shown that immediate feedback is most effective and is therefore more likely to be oral than written)
- Comments may be given on a group or individual basis

The range of feedback made use of across the school.

- **Individual oral feedback** about the child's work, can be indicated by a written symbol or phrase (e.g. smiley face). This is most often used with the younger children where only small amounts of work are generated at a time. With older children, usually only children with special needs or those who finish their work first receive this feedback.
- **Whole-class oral feedback.** Usually happens at the end of lessons, going through work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.
- **Group oral feedback.** When working with a group, feedback is part of a dynamic process either at the end of or during the lesson.
- **Work simply ticked or initialled.** Enough oral feedback takes place during lessons for this to be all that is required for most children to have achieved a fair level of understanding.
- **Closed exercises.** (exercises or sums requiring ticks or crosses) marked by the child while the teacher goes through each question. It is a waste of teacher time to mark these away from children, as they have no way of knowing later why or how they made mistakes. It is more productive to give children fewer of these during the lesson, so allowing time to go through them together while children mark and self correct their work, so enhancing the learning.
- **Quality marking by teacher.** Occasional pieces of work marked more thoroughly. The model suggested is to focus on pointing out success and improvement rather than mark every error in existence. Concepts, skills and knowledge seem to be, on the whole, a better focus for quality written feedback, where the skill can be improved and developed, than for application learning intentions, which act more as a test of all skills learnt so far.
- **Peer Marking.** (either alone or in pairs as response partners). Children can be gradually trained to identify their own successes and improvement needs, with control gradually handed over from teacher to child. This then means that more pieces can be marked in this way. The feedback is many dimensional: child self-evaluation, response partner contribution and some teacher feedback.

Traditional quality marking is to take an application learning intention (e.g. a story or a whole experiment) and mark everything – spelling all grammar etc. it is more constructive to ask children to take account of all the criteria and then provide a synopsis. Thorough marking of spelling, etc, is more appropriate when the learning intention is about spelling.

- **Combination of the above.** Teachers need to decide balance between the needs of the learning intention and what is manageable.
- **Marking every error** (copy editing). This is appropriate when the piece is to be displayed and a fair copy is needed. Children learn very little through this process, as it is carried out mechanically.
- **Marking against the child's target.** This is appropriate if the target was for a group and has become, in effect, the learning intention of the work. Individual targets work best in Years 4,5, and 6, where children track their own progress. Because of this the teacher need only comment from time to time.

When marking at a distance, the following needs to be considered

1. Can children read your comments?
2. Can they understand your comments?
3. Do you allow time for them to read your marking?
4. Do you allow time for some improvement on the work to be made before moving on to the next activity or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

General points

- When written feedback is provided, time needs to be built into lessons/activity sessions for children to reflect on marking and to respond to it. This may be an interactive/ questioning session.
- Teachers should always mark that aspect of a pupil's work which relates to the planned learning intention. (Spelling corrections should normally be limited to words the child should know).
- Any 'coding' or short-hand marking should be consistent across the whole school. See Appendix 1
- Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive wherever possible. Developmental comments should be followed by a suggestion or reminder for improvement in the next piece of work.
- Use of a child's name in a written comment personalises it.
- Sharing work with the whole class or with a focus group is helpful and compliments individual conferencing/target reviews
- Self-marking/ evaluation against shared learning intentions/ agreed criteria can help empower a child to realise his or her own learning needs and to have control over future targets.

Strategies for marking

English

We need to show the children that their writing has a genuine audience, someone who is interested in what she or he has to say and is not reading their work merely to find errors. Children need to feel that their writing is valued. Comments can be made orally or in written form to communicate their message. In the case of very young children, feedback needs to be as immediate as possible.

Replying to children's work by sharing our own experience shows that the writing has a reader who is not passive but wants to share the experience and ideas. By making a pupil aware of the needs and responses of the reader, we can show him or her areas which can be developed.

We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work; which errors and how many will depend on many factors.

We constantly assess the children's work, establishing their achievements.

Mathematics

The purpose of marking is primarily diagnostic. It will inform the day to day planning for the teacher. It will communicate to the child whether or not he/she is successful and will act as a motivator.

Comments will be made to emphasise the open ended nature of mathematics and will encourage the child to feel safe when tackling problems.

Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.

Foundation subjects

Marking should be specific to skills highlighted in the lessons and subsequent follow up work. Pupils should be able to use the comment and advice to further develop their skills. They should be helped to understand the purpose of any comments made.

Focused marking or feedback should be related to the objectives of the lesson and not necessarily based upon language and spelling.

General Procedures

- For younger children a smiley face or star might be an appropriate first non oral response
- Written comments should be personalised by the use of the child's name
- Marking should be done using contrasting ink to that used by the child
- Comments need to be positively phrased wherever possible
- If a piece of work is marked 'good' repeatedly without added comment it will have little value and relevance to the child.
- No-one likes to see critical derogatory remarks about themselves. Such remarks will have little or no effect in encouraging the child to improve its performance.

Appendix 1

- Highlight good work (where success criteria has been met) with a yellow highlighter.
- Two stars and a wish consistent throughout school verbal or written (not always in that order - might be star, wish star - SWS. This is in order to end the comment with a positive statement).
- Children to show understanding of work with a smiley/straight/sad face in top right hand corner of page.



A good point



An excellent point - I wish I had thought of this



Interesting and well explained



Wow Word - a great use of language

sp.

Check correct spelling



Can you explain this further

W You need to use a better word here



Word/s missing