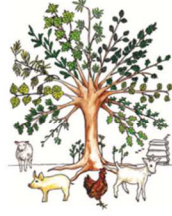




EDWALTON PRIMARY SCHOOL



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Edwalton Primary School

Marking and Feedback Policy 2017

Approved by Governing Body

22nd March 2017

Due for Review

March 2019





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Principles

Our Marking and Feedback Policy is based on the principles that :-

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved

Leadership Team : monitoring, evaluation and inset

Team Leaders & SLE's Teachers : modelling good practice

Class Teachers : giving a range of feedback in a variety of forms

Pupils : self-assessment and marking, peer assessment and marking and improving their own work

Learning Support Staff : marking in line with the Learning Objective, commenting on assistance given

Supply Teachers and Trainee Teachers are required to follow the policy.

Governors – so they are aware of the policy

Guidance for marking by teachers

Teacher marking is only effective if :-

- It informs both the child and the teacher of what has been achieved and what needs to happen next
- The child has an opportunity to read and respond to the marking
- It is informing the teacher of learning needs which can be incorporated into future planning

Remember that :

- Marking is most effective in the presence of the child
- Children should be given time to read/reflect on/respond to marking
- Effort should be acknowledged alongside achievement

Marking and feedback by teachers should take **some of the following forms**, as appropriate to the work :





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- Marking should be related directly to the learning objective/success criteria
- In year groups, teachers to agree useful symbols to be understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom.
- The use of **blue** highlighter to promote positive aspects and **pink** highlighter to draw attention to errors or areas for development within a piece of work
-
- Positive comments and guidance to pupils for moving their learning forward
- Pose an open question specifically related to the learning objective to think about next steps
- A correct example given by teacher
- A request to do some corrections
- Verbal feedback to be acknowledged in books
- Use of continuous oral feedback
- Use of the IWB visualiser and other devices and mini-plenaries to model and share good examples
- Asking children to check their work again referring to success criteria (with proper reflective time given built into the curriculum plan)
- Drawing attention to how children have moved on
- Support staff working with groups can mark their work
- Time allowed for conferencing with pupils.

Notes :

Teachers' handwriting needs to be legible as a model for the child and in a contrasting colour to the child's work.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning

Guidance for peer/self-assessment

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful.

Children need to be trained in how to peer and self-assess meaningfully, in order that time spent in lessons, on this, is beneficial to the learning.

Some successful peer/self-assessment strategies include :

- Two stars and a wish
- Traffic light systems
- Thumbs up/thumbs down
- Use of blue (positive) and pink (development) highlighters
- Use of green, amber or red cups

Expectations





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All pieces of work in books should be acknowledged in line with the approaches listed above i.e. either through teacher marking, peer marking or self-assessment.

Detailed marking

- For Literacy and Maths, there should be a fair balance of teacher and child marking (see below).
- Teachers should also be conscious of checking the quality of peer and self-assessments made by the children.
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in meeting elements of the success criteria, or achieving the learning objective. Children should be given opportunities to feed back their comments about other children's work in the topic book throughout the year.
- In each subject area, every child should have at least one piece of work marked in detail once every week.
- Cover/Supply teachers need to mark and initial all work
- Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage.

Alternative ways of sharing/celebrating a child's success

- Openings of lessons
- Mini-plenaries – e.g. Why is this good ? (refer to success criteria)
- Plenaries and use of technologies
- Year group assemblies
- Achievement awards
- Display
- Tutor – share work from laptops
- School story Dojo

Moderation

It is expected that cross-year group moderation will occur regularly throughout the academic year.

Monitoring

Marking and feedback will be monitored by senior management through taking in samples of books and through lesson observations

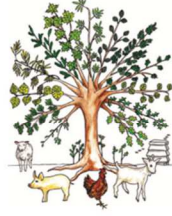
Summary

- The most powerful form of feedback is that given to the teacher by the student
- Over use of external rewards are negative forms of feedback which threaten self-esteem
- Feedback relies on errors being revealed
- Closing the gap' principles are fulfilled by formative assessment practices
- Mid-lessons learning stops allow sharing of excellence and a modelling of the improvement process.
- Cooperative peer marking is more effective than swapping books, with both children deciding best bits and making improvements there and then.
- For closed mathematics and literacy skills, asking children to write their own version of success criteria reveals the extent to which they have real understanding.





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- Evidence suggests most marking has little impact on pupil progress, and the more immediate the feedback, the better.
- Codes, coloured pens, children's initials and so on help to make the 'invisible' feedback processes visible to outside parties.

For detailed information on our child-centred Marking Policy please refer to :-

