



Fountains Earth Primary School Marking and feedback policy

Aims

We believe the marking of work should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desire performance.

Principles

Marking and feed should:

- Relate to learning intentions, which are shared with children and written at the start of each piece of work
- Involve all adults working with children including Supply Teachers and Teaching Assistant
- Give children opportunities to read and reflect on next steps in their learning
- Give recognition and praise for achievement
- Give clear strategies for improvement
- Oral feedback should be marked in the book
- Base attainment judgements against previous progress
- Respond to individual learning needs, marking face to face with some and at a distance for others
- Inform future planning and individual target setting
- Use consistent codes across school
- Be seen by children as positive and improving their learning
- KS2 children should be taught to self-mark

Strategies

Verbal feedback;

With verbal feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues related to the learning objective and secondly on other features. Work that has received verbal feedback should have a 'v' in a circle marked at the end. It does not need further marking.

Written feedback

- For 'closed tasks' and exercises this usually consists of ticks and crosses. Use should also be made of boxes into which children can insert their correction
- Small boxes should also be used to indicate incorrect punctuation, capitalisation, etc
- Written commentary should be in the form of 'clouds' and 'boxes'. Clouds should contain positive comments about work, whilst boxes should illustrate any improvements required. A step symbol can be used to indicate the next step for a child's progress. Clouds and boxes should be reasonably balanced in number, usually with more clouds than boxes.
- When the task is narrative or open, feedback should focus first and foremost on the learning intention. The emphasis in marking should be on success against learning intention and in 'closing the gap' between what they have achieved and the next step in their learning

- With English narrative writing, codes can save time and make the feedback more accessible to the child: highlight 3 things which fulfil the learning intention and put an arrow where improvement could have taken place. Then add the cloud/box comment.
- Examples of box prompts:
- Reminder prompts – what else could you do?
- Scaffolded prompts – what was the dog's tail doing?
- Example prompts – 'he ran round in circles looking for the rabbit.'

Other codes which may be used as appropriate:

- Double oblique to indicate new paragraph//
- 'see me' if the teacher wishes to discuss the work
- Underlining (possibly accompanied by 'sp') to indicate spelling mistakes, some of which will be written out correctly above the work, in the margin or at the close of the text.

Secretarial features:

Spelling, punctuation, grammar etc should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things at one time. When work is finished, ask children to check by reading through carefully to find things they know are wrong. Only give children feedback about those things you have specifically asked them to pay attention to. This will mean that some aspects of writing may be unmarked in a particular piece.

Children marking work

Where ever possible children should self-evaluate against the success criteria for the lesson. Children should identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing learning.

Shared marking

Using a piece of work from an unnamed child to mark as a class, models the marking process and how to use the success criteria from the lesson to evaluate the work.

Paired marking

Children should sometimes be asked to mark narrative work from the lesson in pairs. The following points are important:

- Paired marking should not be introduced until KS2
- Children need to be trained to do this
- Ground rules for this type of marking need to be introduced
- Encourage a dialogue between children. Children should be encouraged to find 3 positive things to one area to improve.

Implementation

- Children need feedback in order to discover what they need to do to improve
- Maths and English will always be quality marked
- This policy will be used when work scrutiny is being undertaken
- When work has been marked after a lesson, time must be given to allow children to read the positive comments and areas for improvement. There must be evidence that the suggestions have been acted on.

Reviewed September 2014

Next review Autumn 2016