St Andrew's CE Primary School

MARKING & FEEDBACK POLICY

School Motto:

Respect, Achievement, Fun.

Mission Statement:

We want to look after our children, making sure they do the best they can and celebrate their amazingness. We want our children to be treated as individuals and not to be scared of challenges and to feel part of our family. We want to make them excited about learning and to be creative. We want our children to believe in our core values and to set an example to others.

Aims
When marking pupils' work our aims are:
- To provide the teacher with feedback on how well pupils have understood the current work
- To enable teachers to plan the next stage of teaching and learning and to make pupils aware of what this is
- To enable teachers to make judgements about pupil attainment against National Curriculum levels etc.

Principles

- All adults working with children should give feedback on their learning
- The manner in which verbal feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or oral
- It may be immediate or reflective (ie. working with the child or marked away from the child)
- Marking and verbal feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective and success criteria. However, spelling, grammar and presentation should also be identified
- It should also take into account children's targets and their progress towards these
- Feedback will promote high expectations and engagement in learning

Feedback in the AfL Cycle

To maximise the impact of feedback it must be embedded in effective assessment for learning:
- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement
- Feedback given will inform planning for learning

<u>Marking Strategies</u>
<u>Approaches:</u>

- **Oral feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms;
    - o   Annotated notes on plans
    - o   One sheet marking
    - o   Records on Class Dojo

- **On the spot feedback** – this is completed orally
- **Self –assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)
- **KS 1 pupils use** 😊 for this
- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

<u>Expectations:</u>
- Each piece of work will be acknowledged by an adult or peer and feedback (often immediate and verbal) given
- Staff will record using the one sheet marking frame
- All work will be assessed by the next lesson in that particular subject
In Maths:
- correct answers will be indicated/highlighted by the teacher or pupils

- incorrect attempts and misconceptions will be dealt with by the teacher with the pupil as soon as possible (during the lesson if practical)

In other areas of learning:
- Feedback and marking needs to acknowledge progress towards the learning objective
- When writing has taken place, spellings and grammar should be highlighted for corrections

Assessment

All Year groups
Marking is recorded on a sheet and this is a working document, used by the teacher and the teaching assistant

Self and paired marking
Children should self-evaluate whenever possible. Children can identify their own successes and look for improvement points once the system is established. The plenary can then focus on this process as a way of analysing learning

One sheet marking (by adults)
Adults will use one sheet marking to evaluate pupils work. Misconceptions will be addressed and children who are struggling will be identified and learning followed up through intervention as soon as possible after or during the lesson. Actions will be recorded and inform future planning and teaching

Responsibilities
It is the responsibility of the Class teacher to ensure that all class work and homework is assessed regularly in accordance with this policy. It is the responsibility of the SLT and TLT to monitor the consistent use of this policy throughout school and feedback to the Headteacher and staff. The Headteacher will also inspect the quality of marking when she gathers in samples of children's work to monitor standards of teaching and learning.

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:
I liked ……

I learned…

I think I will…

I never knew…

I discovered…

I was surprised…

I still wonder…

I have learnt….

Next time I could…..

I now know…..

I found……. difficult because……

I solved……. by……

The best example of …… is …….

I like the way you……

……. is effective because……..

You could make your work better by …………..

Have you thought about……

If we look at the success criteria we can see…….

Next time you could……

Peer Marking-Needs to be taught!

- Agree rules: respect, listen…
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work

- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- <u>Respect</u> our partner's work because they have done their best and so their work should be valued

- <u>Try to see</u> how they have tackled the learning objective and only try to improve things that are to do with the learning objective

- <u>Tell</u> our partner the good things we see in their work.

- <u>Listen</u> to our partner's advice because we are trying to help each other do better in our work

- <u>Look for</u> a way to help our partner achieve the learning objective better by giving them an improvement suggestion

- Try to make our suggestions **<u>positive</u>** and as **<u>clear</u>** as possible.

- Get our partner to **<u>talk</u>** about what they tried to achieve in their work.

- **<u>Be fair</u>** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.