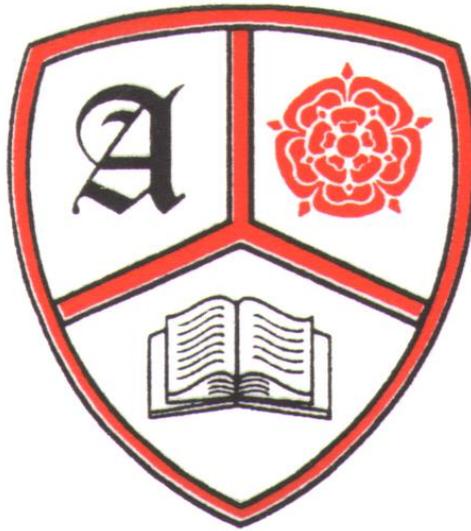


Anderton Primary School



FEEDBACK AND MARKING POLICY

INTRODUCTION

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Anderton Primary School.

AUDIENCE

This policy is targeted in the main at teaching and support staff. However governors, pupils and parents need to be aware of the marking symbols and range of feedback strategies used. The information contained in this policy is communicated to parents during parents' evenings and in individual meetings with parents and children where appropriate. This policy is available on the school website.

AIMS

- To improve standards and to help pupils to know and recognise the standards that they are aiming for
- To promote confidence in every pupil so that they can improve further
- To motivate and encourage children to see the value in their learning
- To actively inform pupils of their own achievements
- To involve pupils in self-assessment
- To provide feedback which leads to pupils recognising their next steps and how to take them
- To ensure that feedback is effective and that work is quality marked

GENERAL PRINCIPALS OF FEEDBACK AND MARKING AT OUR SCHOOL

- Staff and pupils are clear about the learning objective/intention of a task and the criteria for success
- Staff provide constructive suggestions about the ways in which the pupil will improve their work
- Quality and positive feedback raises self-esteem and is the most significant factor in being a successful learner
- Staff expectations are consistently high
- There is an ethos of being able to identify achievements and proud moments
- Staff provide feedback to pupils regularly and in a number of ways
- Staff provide opportunities for pupils to assess their own work and each others and give feedback as appropriate

- Staff ensure that pupils understand their achievements and know what they need to do next to make further progress
- The learning needs of individual children are understood and work is matched and marked appropriately
- Staff inform parents of feedback and marking strategies in order to involve them in reviewing their child's progress

MARKING AND FEEDBACK STRATEGIES

At Anderton Primary we use a range of marking and feedback strategies. We select the appropriate strategy depending on the age of the child, the subject matter and the learning objective.

All marking must be completed in either green or black pen

Oral Feedback:

Oral feedback is potentially the most effective form of feedback. It is the most natural and frequent feedback experience for children and consists of feedback from the teacher, to the teacher, and from and to peers. Oral feedback helps to address difficulties and misconceptions at the point of learning. It is a quick and reliable assessment tool. It also boosts confidence and self-esteem as achievements are highlighted and celebrated 'at that moment'. Oral feedback needs to be focused mainly around the learning objective and can be given to an individual, group or whole class. Oral feedback is used frequently in Key Stage 2 and is the main form of feedback in the EYFS/Key Stage 1. Staff indicate that oral feedback has been given by the symbol **OF**. The guided group will always receive oral feedback.

Distance Marking

Marking should be positive, clear and appropriate in its purpose. It should offer positive benefits to children, and the outcomes need to be fed back into planning. Marking should relate to the learning objective. Any other overall comment such as those relating to presentation or punctuation can also be written if appropriate.

When marking:

- The children should be able to read and understand the comments
- Time is provided for children to read the comments
- Time is given for some improvement on the work made before moving on to the next activity. Children are given "fix it" time during a lesson in order to improve errors.

If a significant number of children make the same errors/misconceptions this will be addressed to the whole class at the start of the next lesson.

Teachers may choose to mark punctuation, spelling and grammar and will use the appropriate marking symbols.

Symbols

Teachers should also indicate if there has been any adult support, e.g. from a TA, then the symbol TAS should be used. If the child has been working with the teacher, then the symbol TS should be used.

If a child has worked independently on a task, then the teacher may use the symbol I or write “independent work”.

These marking symbols apply across the whole curriculum.

Peer/Self-Marking

Children often mark work themselves or mark each other’s work. This must be completed in a different coloured pen/pencil.

Editing/Proof Reading Work

This is done using a purple pen and can take place during “fix it” time or throughout a lesson where appropriate.

Closed Exercise Marking

This is where the work is marked together in situations such as a spelling or mental test or quiz. Partners can mark each other’s work or their own work in a different coloured pen/pencil.

Personal and emotionally based marking

At Anderton we strongly feel that this type of marking has its place. It boosts confidence and self –esteem. Words and phrases such as *lovely, fantastic, well done, good effort* and *super* are instantly recognisable. Smiley faces, stickers or stamps may also be used.

Quality Marking One Star and a Wish

If the learning objective has been achieved it will be highlighted in green. If the learning objective has been partially achieved this will be highlighted in yellow. If a child has not achieved the learning objective then it will remain blank. This will be consistent across all areas of the curriculum.

Quality marking is when success and improvement needs are highlighted against the learning objective. Asking for some small improvement is rich in its impact on children’s writing and their attitude to improvement and learning. This is used where appropriate. This approach should help children in ‘closing the gap’ between what they have achieved and what they could have achieved. The strategy is based upon ‘two stars and a wish’. One or two positive elements are highlighted which show the learning objective has been achieved and one element is isolated that could be improved upon against the marking criteria.

Mathematics Marking

Quality distance marking will be done in Mathematics at least once per week.

If all of the work is correct then a challenge can be added by the staff member for eg “now try these” or “now try this one...”

If several calculations are incorrect the child will be asked to complete no more than three of them. Children will be asked to correct any errors according to their age and ability.

English Marking

Quality distance marking will be done in English at least once per week. Incorrect spellings will be acknowledged by the teacher according to the age and ability of the child. In non-core subjects, key vocabulary and common exception words will be highlighted if spelled incorrectly. The child will correct these during “fix it” time.

Self and Paired / Group Marking

At Anderton Primary we want to involve children in the analysis and constructive criticism of their own work. We want children to use self- evaluation, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Quality self and paired/group marking involves:

- Children identify their success or that of others
- Children identify a place for improvement
- Children make ‘on the spot’ improvements

Ground rules need to be put in place when paired or group marking occurs: -

- Partners or group members should begin with a positive comment about the work
- Partners or group members should ask for clarification rather than jump to conclusions.

Self Evaluation Prompts (oral)

At Anderton we also encourage self evaluation through phase prompts such as

- I liked...
- I learned...
- I think
- I will...
- I never knew ...
- I discovered.
- I was surprised ...
- I know.
- I can.

This strategy is particularly useful when a half term topic has been completed in such areas as science, ICT. or when reviewing targets met.

Published work

Published work isn't marked as the quality marking has already been given in the initial drafting stages.

An Easy Guide To Marking Symbols

OF=	oral feedback
	Learning objective met
	Working towards the learning objective
TS=	worked with teacher
TAS=	teaching assistant support
I=	independent work
SA=	self assessment
C=	corrections

Initials of teacher or tick shows teacher has acknowledged work marked by peer, support assistant or self.

Initials of support assistant and ticks show work marked by support assistant.

* = Star
W = Wish

Key Stage 2 marking symbols

Circle the letter = Capital letter needed

∩ = Spelling error where applicable

^ = Word omitted

→/* = Move to a different place

// = New paragraph

Key stage 1 marking symbols

Circle the letter = Capital letter needed

∩ = Spelling error where applicable

^ = Word omitted

~~~~~ = indicates that the phrase/sentence doesn't make sense

//NP = New paragraph (Y2 only)

Policy reviewed by all staff – autumn 2017