

Unsworth Primary School

Marking and Feedback Policy

This policy is set within the context of our Mission Statement which states that we aim to:

- Provide a stimulating learning environment
- Develop the self - esteem of every child
- Value and promote personal achievement, high standards and respect for all individuals

Aims

- To reinforce strengths and identify areas for improvement in pupils work
- To enable pupils to become reflective learners
- To enable teaching staff to gather information to inform future planning and target setting
- To set high expectations and monitor achievement

Principles

We recognise that the most effective feedback for any individual is that which takes place whilst a task is being completed or immediately after. We endeavour to ensure that all feedback whether written or verbal is given to the pupil prior to the start of the next lesson in that subject; this ensures that the task is fresh in the mind of all those discussing it and enables feedback to be focussed and immediately useful.

The feedback relating to a child's work can be either verbal or written. Verbal comments are to be recorded in a written format within pupil's books. We recognise over several pieces of work written feedback should take a variety of forms; staff should use their professional judgement as to which is the most useful for the child and relevant to the task and time available.

Different types of marking

- Correctional marking
- Marking that makes reference to a pupils target
- Summary of pupils attainment or progress – at the end of a piece of work
- Next steps comment
- Questions or challenges that the pupil needs to respond to

- Deep marking – detailed marking which is evident throughout a piece of work
- Peer or self - marking
- Reward marking in the form of house points, stickers or comments that praise the pupil

We believe that in marking children’s work staff should:

- Focus on key success criteria made clear to the children at the outset of the task.
- Evaluate pupil achievement against specific learning objectives and learning skills.
- Evaluate progress against pupils’ targets.
- Challenge an individual to higher achievement by setting clear targets for improvement.
- Ensure that written comments are accessible to the age and stage of a child’s development
- Offer questions and suggestions to guide children’s development in the subject.
- Celebrate, reinforce and reward both good progress and high achievement.
- Over time, provide a source of information for all those involved in the child’s education to evaluate the pace of progress made.

Responsibilities

Pupils

Should be involved through

- Self - evaluation, group and peer evaluation of work against success criteria and targets.
- The opportunity to read and respond to comments made by the marker and to make comments about their own learning.

Teaching Staff

- Inform children of the objective/ success criteria for the task and the selected focus for marking.
- Ensure pupils experience a range of different types of marking across the curriculum

- Endeavour to mark pupil's work prior to the start of the next lesson in that particular subject
- Commit to giving verbal feedback during the lesson wherever possible
- Provide time to share written marking and ensure pupils are given time to act on it – marking should inform teacher's plans
- Monitor pupil improvements and further work in relation to previous targets.
- Track whether pupils are acting upon feedback given and intervene if needed
- Highlight and reward good work.
- Ensure that all pupils are taught a high quality of presentation.
- Guide pupils through self/ peer assessment so that the process becomes a reinforcement of learning

Subject Co-ordinators

- Monitor the consistency of subject marking in work samples
- Feedback on strengths in practice and areas for development

Head teacher and SLT

- Monitor marking and feedback through children's work and discussion with children
- Monitor the effect of policy and guidelines on pupils progress

Guidelines:

- A number of recognised symbols may be used when marking these are to be used in accordance with professional judgement. (See appendix) Marking symbols should be clearly displayed in all classes for pupils to refer to.
- In Foundation Stage and Key Stage one the main focus is on oral feedback being provided as part of a focused teaching session, which is then recorded as a written comment with the child.
- FS and KS1 staff may also record assessment comments to assist in gathering comments for Foundation Stage Profiles.
- In Key Stage Two verbal and written feedback are employed. There is a commitment to ensure pupils receive verbal feedback, during focused teaching sessions, which is recorded as a written comment.

- If work has been marked by someone other than the class teacher this needs to be initialled by that person
- Pupils in KS2 mark or edit work in pencil or black pen
- Pupils in KS1 or FS mark or edit work in black pen
- Teaching staff model marking pieces of work using clear success criteria

Presentation

- In KS2 the WALT is to be used as the title for a piece of work
- All work should be dated and include a title
- Presentation cards for pupils related to maths and literacy should be displayed on each table and be referred to by teaching staff and pupils
- Books should be labelled by adults in line with the school handwriting policy YR – Y5. Books from Y2 to Y6 will all use a joined handwriting style when labelling. Y6 pupils label their own books.

Links to other policies:

Teaching and learning policies, Assessment, recording and reporting policy

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