

SIXPENNY HANDLEY FIRST SCHOOL

Marking and Verbal Feedback Policy

12th September 2017



Marking and Verbal Feedback Policy

Introduction;

We believe in creating an ethos and environment in which children can enjoy learning, and reflect, improve and grow in confidence. Assessment for Learning (AFL) is fundamental to learning and is a powerful way of raising pupil's achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Marking of children's work is an important part of the process of teaching and learning in school and is part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve and highlights strengths. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

This policy belongs with the set of policies on Assessment, Record Keeping and Reporting. It also takes into account the school's policy on Equal Opportunities. This policy has whole school agreement and stakeholders were consulted when developing this policy.

Aims and purposes;

- To provide a consistency of approach in marking throughout the school so that it may best meet the needs of the various audiences and purposes it serves
- Marking indicates teacher satisfaction and expectations (positive reinforcement)
- To point out precisely what was good and what needs to improve next time
- To provide an opportunity to assess children's work and progress
- To provide a means of communication between teacher and child, a two way process
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction
- Marking demonstrates the value and respect due to children's efforts
- Marking provides an indication to parents about their child's progress

The principles underlying practice;

To mark selectively focussing on the purpose of the work and the identified success criteria relating to the level and ability of the child.

To mark strategically alerting the reader to work that is marked in greater depth.

To highlight areas of strength and areas of improvement.

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To involve children in marking; to mark with the child whenever possible and work towards a level of self and peer assessment by the children themselves.

The process of marking;

- Work will be marked, **in black ink**, with the children and during the lesson (groups or whole class). Marking to improve the work will be done in the margin (if available) using the school agreed code (see attached)
- Work to be marked in black ink at the bottom of the pupils work where an overall comment is to be made, this could be linked to the learner qualities
- Work will be marked using success criteria, and linked to Learning Qualities, where appropriate
- Success criteria to be put in books, where applicable
- The highlighting method will be used where appropriate **during the lesson** to mark the success criteria;
Perfect Pink – This is really good and relates to the success criteria
Growing Green – How can you make this better?
- Further questions may be added to check understanding/consolidate learning **if appropriate (consider age/ability of child and access to comments)**
- Marking will inform planning and time should be made for children to address the ‘growing green’ highlighted areas
- In maths (and other appropriate subjects where the teacher thinks it will be effective) the children will assess their own learning using the ‘traffic light’ method;
Green – I understand my learning
Orange – I needed some more practice with my learning
Red – I did not understand my learning
Growing Green and Perfect Pink can also be used against the success criteria
- Teachers will use their professional judgement as to the amount of improvements and strengths indicated in any single piece of work.
- Spellings, letter and number formation may be highlighted and practised at the end of the piece of work if appropriate
- Spellings can be highlighted either with the correct spelling written for the child to copy or they are asked to find the correct spelling from a wordbank/dictionary
- In maths, if work is incorrect, this will be marked with a green dot and time will be given for the child to address this area. The teacher will draw a line for the new answer to be written on.
- ‘2 stars and a wish’ can be used through discussion or as peer/self-assessment.
- All marking procedures will be displayed clearly in the classroom and made clear to children
- Self and peer assessment will be taught in steps to the children to ensure it is fully understood and effective

- All self and peer assessment should be indicated by the teacher on the piece of work (**SA or PA**)
- Written self and peer assessment should be completed on post it notes and stuck in books, using a pritt stick/cellotape if needed
- Perfect Pink and Growing Green self/peer assessment should be completed using pencil crayons (easily identified as peer/self-assessment as opposed to teacher assessment)
- With clear guidance from the class teacher children may use erasers to rub out work
- All work, **in all books**, should be stamped, **at the bottom of the work, to the left of the comments**, to indicate if it was Teacher/TA supported or Independent. This also needs to be annotated if support was varied during a lesson as the pupil moves through different stages of learning.
- All work should be dated by the child or teacher
- TA's should annotate and mark work where necessary – feedback should be provided to the teacher as notes/annotations on the plan
- TA feedback sheets to be used for intervention/extension groups (locate on GoogleDrive)
- 'Learning Question ...' should be evident on *all pieces of work across the curriculum* either by the child or teacher **and should be placed at the top of the page – if stuck in, this should be central.**
- If the pupils has achieved the learning objective then a tick should be placed by the 'Learning Question' or if it hasn't been achieved then a dot should be placed next to it.
- Stars and stickers should be used to reward and motivate the children
- Supply teachers should mark all set work, initial it and return back to the class teacher
- Teachers should model the Penpals hand writing scheme when marking, **at all times**

Monitoring and responsibilities;

Individual teachers will mark within the guidelines of this policy.

The subject leader and Headteacher will be responsible for monitoring the policy and practices, ensuring consistency and accuracy. This will be achieved through regular scrutiny of work and planning.

All teachers will receive feedback on marking from subject leaders using the whole school format. This will identify areas of strength and areas for improvement.

This policy will be reviewed in line with new AFL strategies following information from the in-school pilot, LA and National initiatives.

Mrs Clare Hewitt

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This policy will be reviewed annually or as and when appropriate.

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