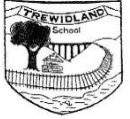


Trewidland School Feedback and Marking Policy



Marking is an important part of the assessment process and is an essential part of effective teaching and successful learning. It is the method by which teachers gain knowledge of their pupils' achievements, abilities and needs. Through this policy we aim to implement a consistent system of marking children's work, which will encourage them to look at their errors in a positive way. We believe that marking will be effective if we emphasise achievement and give guidance on how improvements can be made. By creating a 'response dialogue' between teacher and pupil, we intend to encourage children to be more reflective and critical learners.

AIMS - The aims of our marking policy are to:

- Ensure that marking is formative (providing feedback to the child and guiding future work);
- Ensure that marking is diagnostic (identifying errors and learning difficulties);
- Ensure that marking practice is consistent throughout the school;
- Guide and inform future learning whilst providing information for teacher assessment;
- Draw pupils' attention to the standards and expectations within their class and the school as a whole;
- Develop an awareness that marking can be both written and oral;
- Encourage a marking dialogue between teachers and learners.

PRINCIPLES - Marking will be most effective when:

- It is carried out alongside the child (where possible) or as soon after the work is completed as possible;
- There is a clear learning objective/outcome for marking which is shared with the child;
- The marking methods are manageable, fair and consistent;
- It raises questions intended to reinforce and/or extend pupils understanding where appropriate;
- It provides constructive suggestions about ways in which the child might improve their work;
- A 'next steps' element (area for improvement/development) will be included where appropriate;
- The marking policy and procedures are shared with parents (through the school website).

PURPOSES - Marking will be used to:

- Feedback how well the learning objective has been met;
- Feedback on what has been done well and/or what needs to be improved;
- Assess what has been learnt and understood;
- Provide a record of progress and inform future planning;
- Recognise, encourage and reward effort and progress;
- Provide a means of developing attitudes, motivations and self-esteem;
- Set 'next steps' for future improvement and enable pupils to be self-evaluative where appropriate;
- Identify pupils who need support or extension work;
- Gain an overview of whole class learning and understanding;
- Provide pupils with the opportunity to revise and reflect on their work.

MARKING METHODS - Feedback:

Feedback will be used to communicate to children their successes and how they can improve in a positive way. All feedback, oral and written, will help children make progress; encouraging them to strive for high achievement and build self-esteem. Marking will always relate to the 'WALT' (We are learning to..) statement for that piece of learning (the lesson objective).

Oral Feedback:

- This is often the most powerful way of informing children of their attainment;
- Wherever possible, verbal feedback will be given directly to pupils during the lesson (in this instance, a written comment is not required as this will be recorded in the pupil's book with a ⓓ to indicate that the work has been discussed);
- This style will be most appropriate for younger pupils;
- To be effective, the feedback will focus directly on the learning objective and the child's attainment against it and will include advice on how to improve.

Written Feedback – A green © denotes a correction, ↘ denotes next steps:

- Ⓟ There is a punctuation error on this line;
- A comment, in green, at the bottom of the page will relate to a specific feature (or features) that need to be a key area of focus (a 'next step') for the pupil in their subsequent learning;
- Teachers will aim to pose an open question where appropriate relating to or extending upon the learning - the use of open questions in this feedback is a crucial element in the development of their reflective thinking;
- Children will self-evaluate whether they feel they have achieved the learning objective (WALT) by using the smiley face system;
- Teachers will also use this method to evaluate the pupils achievement;
- Opportunities will be provided within class time for pupils to respond to this feedback (usually a maximum of 10 minutes at the start of a lesson) MAD time (Make A Difference);
- Pupils will be expected to respond to the marking including a written response inside a bubble to comments made by the teacher - this 'learning dialogue' is crucial to the success of this approach as it encourages reflection, engenders a real value and purpose to the marking, and cements a commitment between pupil and teacher to the ongoing aim of continuous improvement;
- Feedback will be given promptly after the completion of work;
- All written comments will be recorded neatly and clearly;
- Comments will be objective led and the pupil will always be clear about what the teacher wants to see as an outcome and what they are looking for in a piece of work;
- The comments will be positive and constructive - they will highlight successes and say how well the pupil has done in achieving the learning objective;
- Feedback will suggest where improvements can be made; giving advice and information that will support them in moving forward with their learning;
- Where appropriate, time will be given for pupils to make improvements to the piece of work;
- When it is not possible the teacher will check in subsequent pieces of work if improvements have been applied;
- Teachers will provide acknowledgement and praise where recommendations for improvement have been actioned.

© = correction

↘ = next steps



= response by the pupil



= spell check

ⓓ = that work has been discussed

Ⓟ = that there is a punctuation error on this line

This policy will be reviewed every 2 years.

Date of review: summer 2020

Review due: summer 2022