



MICKLEY VILLAGE PRIMARY & NURSERY SCHOOL



policy document

Marking and Feedback

At Mickley Village Primary and Nursery School marking is an essential part of planning, assessment, teaching and learning. We aim to respond to pupils work through constructive comments, acknowledge achievements and promote positive attitudes and behaviour, which will lead to improvements in standards.

Evidence of responses to children's work will be found recorded in their books. However, in Key Stage, 1 as much of the work is practical; a lot of responses to the work will be verbal.

We believe that children should be made aware of their success through constructive feedback and marking.

Achievable targets need to be identified so the children are aware of how they can improve. Comments should be clearly related to the lesson's learning intentions so that the children can compare their achievements with their targets and can become reflective learners.

Aims:

Positive marking and feedback will:

- Assist learning
- Provides information for assessment
- Encourage motivation and attitude
- Inform planning
- Promote higher standards
- Correct errors and clear up misunderstanding
- Recognise achievement, presentation and effort
- Provide constructive feedback
- Show that pupils work is valued

Objectives - Marking and Feedback should:

- Relate to learning intentions which need to be shared with the children
- Be based on knowledge and understanding of a child's previous attainment
- Respond to individual learning needs (face to face feedback if possible)
- Motivate children by celebrating success
- Give children opportunities to reflect in their learning
- Be perceived by children as positively helping them improve
- Involve all children and adults working in the classroom
- Inform future planning and individual target setting
- Be manageable for teachers
- Be consistent through the school
- Ensure that pupils know how well they are doing and what they need to do to make further progress
- Provide pupils with the opportunities to assess their own work and that of others
- Be positive and constructive
- Ensure pupil motivation and involvement
- Encourage dialogue between teacher and pupil

Organisation:

- Always share the learning intention and success criteria with the children
- During the early part of the lesson establish children's understanding, in order to consider appropriateness of the task

- Oral feedback based on learning intentions should be given during class discussion. All children's contributions should be acknowledged and valued, with a comment on their success or a focus on how they could develop further
- Children should be encouraged to check or re-read work according to specific prompts
- Children need feedback about their work. Depending on the nature of the task and the time available, the feedback could be directed at individuals, a group or a whole class
- If possible feedback should be carried out with the child present
- Plenary sessions should be used to reinforce the learning intention and consider their achievements in relation to the expectations
- Children need time to respond to feedback or marking comments. If marking is to be informative, it should be acted on by the children.
- Work should be dated
- Objectives should be recorded in children's books
- Self-evaluation should be part of each session.

Formative oral feedback

Formative assessment describes the process of teaching and learning and gives us an ongoing understanding of the progress children make. Oral feedback from the teacher during a lesson should focus on issues concerning the learning intention and use of success criteria, although handwriting, spelling and presentation can be mentioned as an aside. Oral feedback will be prevalent in Foundation and Key Stage 1. In these two Key stages marking will show what the learning intention is.

Formative written marking

A pictorial marking system will be used to mark children's work in Literacy. This will be progressive across the school according to the age and abilities of the children. A code of green (evidenced throughout the work) Yellow (some evidence but not secure) or red (target next time) will be used.

Marking will be linked to learning intentions and targets. Guided group work should be marked in detail and feedback acted upon by the child, so that it is obvious that the child has understood the comments and how to improve their work. It is important that there is evidence in their books that the children have responded to the comments that the teacher has made. Teachers may plan to mark groups of children's work to focus on developing particular objectives with a targeted group. When the task is open, feedback should focus first and foremost on the learning intention. The marking should include both elements of success and areas for improvement against the learning intention.

Comments should always begin with a positive statement and then areas for improvement should be given. Success and improvement should be pointed out verbally and indicated through focussed comments. Only a limited number of improvements need to be identified so a child is not overwhelmed and will be motivated to make changes to improve their work.

Comments or suggestions might include the following:-

- A reminder prompt (e.g. what else could you say about ...?)
- A scaffolding prompt (e.g. what was the dog's tail doing? Describe the expression on the dog's face)
- An example prompt (e.g. Choose one of these or one of your own: the dog could not believe his eyes, the dog ran round and round in circles).

Note:

Spelling, punctuation and grammar should not be the focus in every piece of writing. Children cannot focus on too many things at once. Once they have finished a piece of work they should be encouraged to check for things that they know are not quite right. Clear feedback should be given on the learning intention. This means that although some aspects of writing may be unmarked in one piece.

Self-evaluation

Children should be encouraged to evaluate their own learning whenever possible. They need to be able to evaluate their own and others work against the learning objective in verbal or written form. Questions should be on display to focus thinking on learning that has taken place. The plenary can focus on this process as a way of analysing their learning. As children move up the school self-evaluation becomes a more common aspect of children's work. If the

children can recognise what aspects of their work and the work of others needs to be improved, they are more likely to be able to make those improvements and move forward in their own learning.

Monitoring, Evaluation and review

The Assessment Coordinator will regularly monitor, evaluate and review the effectiveness of the marking procedures.

This will be achieved by reviewing planning, regular work scrutiny, discussions with staff and pupils and lesson observations.

Marking symbols will be used as in Annex 1

Signed
Chair of Governors