



Cherish, Nurture, Achieve

Effective Feedback and Marking

Introduction

Staff at Becket Primary School are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

Aims

Through this guidance on marking and feedback we aim to:

- ✓ Have an agreed understanding of what constitutes effective feedback and marking and the process is manageable by **all staff**.
- ✓ Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- ✓ Develop children's self-esteem through praise and valuing their achievements.
- ✓ Improve standards by encouraging children to give of their best and improve on their last piece of work
- ✓ Create a dialogue which will aid progression.
- ✓ Use the marking system as a tool for formative ongoing assessment.

Marking and feedback strategies to be used in school

The following strategies can be used to mark, assess and provide feedback:

1. Verbal feedback

This means an adult having direct contact with a child to discuss work that has been completed. It is particularly appropriate with younger, less able or less confident children. Verbal feedback will be the main strategy being used in the Foundation Stage. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A 'VF' symbol should be used to acknowledge verbal feedback has been given.

In the foundation stage the main strategy used is verbal feedback during or after an activity. This involves praising children's achievements and planning the way forward in their learning. Through dialogue the child and adult assess the work/ activity and develop the next steps in learning. Verbal feedback is supported by gesture and demonstration. Written observations, photographs and examples of work are kept in the child's Learning Journal.

These are always dated, annotated to show area/s of learning and where relevant 'next steps'

2. Success Criteria Checklist

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

3. Peer Marking

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set and displayed. (See Appendix 1). Children should be able to first point out things that they like then suggest ways to improve the piece(e.g 2 stars and a wish) but only against the learning objective or success criteria. The pairing of children should be on ability or trust.

4. Quality feedback comments.

Personalised quality feedback comments (Appendix 2 has examples) should be used frequently in all subject areas to extend learning and must be differentiated appropriately. When marking, staff will be looking for opportunities to extend children's learning either by clarification or providing prompts. All work should be marked in green pen and written comments should reflect the school's handwriting style.

A focused prompt could be in the form of reminders, questions, scaffolding or examples:

- A reminder prompt – "What else could you say here?" (Linking to the learning Objective)
- A scaffolded prompt – Complete this sentence with an appropriate adverb "The boy was angry so he....."

- Example prompts – Modelling of correct calculation followed with "You try this example..."

- Question prompt – "Can you write two more sentences, one that begins with an adverb?"

It is important that the child is given time to respond to the written prompt, thus developing their responsibility to improve their work.

5. Marking codes

It is imperative that any marking codes are used consistently across the school so that there is no misunderstanding from the child's point of view as to what is expected of them. The agreed marking code is in Appendix 3.

Formative assessment

When marking children's work staff are not only providing feedback and next steps for the children but they are also recording information that leads to a bigger picture of the child's attainment. This may include information about the amount of teacher support required to complete the piece of work or whether it was completed independently. Information may be recorded as to whether a learning objective or target has been met.

It is important that this information is recorded separately to the development feedback for the children so that pupils and parents do not become confused with the information recorded on their work. For this reason, feedback comments will be recorded at the end of a piece of work and assessment information at the top. Codes and symbols for formative assessment are included in Appendix 4.

Marking protocols

- The adult giving feedback to the child through marking will base their comments with reference to the learning objective of the lesson. Where there are many errors in a child's work it would be more productive to go through the piece of work 1:1 with the child so that support can be offered.
- Where there are many spelling errors in a child's work the teacher will use the relevant marking code but expect the child to follow up with corrections of spellings that are most pertinent or useful. Correct spellings should be rewritten three times and added to the child's spelling log or dictionary appropriate to each class.
- All children's work will be marked in green pen.
- Formative assessment comments will be recorded at the top of a page.
- All staff's written feedback comments will model the expected handwriting style of the school.
- Children must be given time to follow up any feedback given from staff or from peer marking.
- There is an expectation that children will respond to the feedback given.
- All staff will adhere to the agreed marking symbols.
- Where possible we would expect supply staff to follow our marking code. Work completed under the direction of supply staff will be recorded as 'Supply' at the top of the page.

Monitoring

Marking and feedback will be monitored as part of our regular work scrutiny with feedback given to staff. The policy will be reviewed annually.

S.James (October 2014)



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Appendix 1

Peer Marking

- ✓ Pupils need to be trained in Peer Marking. This process can begin with self-assessment before assessing other's work.
- ✓ Peer Marking should be done against very succinct success criteria. Ensure the children understand this criteria.
- ✓ For peer marking the children should be matched with another of the same ability.
- ✓ The same ability pairs must be changed at some point.
- ✓ Peer marking is to be completed as two stars and a wish against the success criteria.

Only constructive language is to be used e.g

'I like this part, but have you thought of...'

'What made you use this word/phrase/ connective/simile/metaphor and not another one?'

'The best part is when you...'

'I think that next time you ought to think about...'

'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

- ✓ Markers should share their wishes with their peer – no other classmates.
- ✓ Peer marking needs to be monitored by staff.

Suggested Ground Rules for children

When I mark my partner's work, I will always:

- ✓ Refer to the given success criteria
- ✓ Read their work carefully.
- ✓ Remember that it is their work and if I write in their book, my handwriting must be my best.
- ✓ Think carefully about what I can say to help them.
- ✓ Say what they have done well.
- ✓ Give them helpful and positive comments so that they can improve their work next time.
- ✓ Think about what I can learn from them.

