

Crymlyn Primary School



Marking and Feedback Policy

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Aims

At Crymlyn Primary School we aim to value our pupils as individuals so that they can develop their potential through an active role in their own learning.

The purpose of this policy

The purpose of this policy is to make explicit how the staff mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. As a result of this policy there will be greater consistency in the way that children's work is marked across the school.

Rationale

It is important that all staff provide constructive feedback to pupils, both written and orally, focusing on success and improvement needs against learning objectives. This enables pupils to become reflective learners and it helps them to close the gap between what they **can** do currently and what we **would like** them to do.

We recognise that the staff consists of teachers, teaching assistants (TA's), and any other specialist teachers employed by the school and/or LA.

This policy sets out how staff at Crymlyn Primary School intend to ensure that marking at the school is an integral part of the assessment procedures. The principles of Assessment for Learning underpin assessment and marking throughout the school. All marking must focus on the success criteria for the task which have been framed around the key objectives for the activity being marked. These objectives and success criteria must have been clearly communicated to the pupils so that they understand the marking focus of the task.

Purposes of marking.

The children need to know if they have hit the target of the lesson, and if not, they need to know what to do to improve.

- To communicate regularly with pupils about their individual progress.
- To inform the next step in a pupil's learning.
- To assist pupils by setting clear targets to focus on aspects of their work which need further development.
- To motivate pupils to make further effort by praising or celebrating current achievements and raising self esteem.
- To enable teachers to plan the next step in teaching and learning.
- To help teachers monitor pupils' progress and to diagnose what has not been understood so as to assist in forward planning.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments of levels within the National Curriculum and Outcomes in the Foundation Phase
- To inform individual, class and whole school assessment and planning.
- To promote high quality work.
- To develop clarity of purpose.
- To evaluate quality of teaching and learning.
- To encourage reflection and self improvement.

Effective marking should:

- Provide clear feedback to pupils about the strengths and weaknesses in their work and the next steps they need to take.
- Recognise, encourage and reward pupils' effort, progress and achievement through verbal encouragement and constructive comments
- Provide a record of pupil's progress.
- Direct pupils in the right direction in order to improve their work.
- Help parents understand strengths and weaknesses in their children's work.

Guidelines for marking

We aim to:-

- Mark written work regularly and return or give feedback quickly.
- Mark work consistently in ways which highlight strengths and shortcomings, using
- approaches which are understood by pupils and parents.
- Provide helpful and constructive feedback to pupils so that their needs are identified and, where appropriate, discuss with them what they find difficult.
- Recognise achievements giving encouragement and building confidence.
- Focus on particular aspects of work at different times rather than correcting every mistake which is disheartening. Pupils will need to understand what aspects of their work will be the focus of marking linked with the learning objective.
- A specific comment on the next step in learning will be made at the end of each completed piece of literacy work and where appropriate in other curriculum areas. The aim should be to summarise achievement and to set a further target which will link to the learning objective.
- Make links to previous work where possible.
- Make marking manageable for teachers by involving other adults and peers where appropriate.
- Encourage pupils to proof-read and check each piece of work, checking for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation or errors of calculation.
- Plan for and give pupils time to respond to marking by editing a section of work, make amendments or extend a piece of work. (Reflection and Action Time)

Principles governing our marking policy

Marking may be done by:

- teacher alone
- teacher alongside child
- child alone
- other pupils
- whole class review of work perhaps within a plenary.
- teaching assistants

Formative and summative marking

A positive formative comment on a piece of work is essential and should be the backbone of our whole school approach to marking. Much of our marking will be formative. However, there are occasions when summative marking is required i.e. an assessment, a project etc.

Formative marking will include:

- Oral feedback throughout the lesson to focus on learning objective and success criteria.
- Secretarial features of spelling, punctuation and grammar.
- Self marking to encourage self review of success and improvement points
- Shared marking in plenary perhaps using a sample of child's work which addresses specific points related to learning objectives and intentions.
- Quality marking which focuses on success or improvement towards learning objective and success criteria. Focused comment should help pupils close the gap between what they have achieved and what they could achieve. All work cannot be marked to this level, it is mainly for extended writing.

Quality marking should try to highlight two places where pupil has best met the learning objective and indicate where improvements can be made. Include a 'closing the gap' prompt at the end of the work to help pupils make small improvements (2 Stars and an Action – represented by a paw print)

Marking and reviewing work with the pupil(s):-

- is immediate personal and warm.
- aims to develop pupils' ability to be self-critical.
- builds self-confidence and offers encouragement
- helps avoid misunderstandings with pupil and teacher gaining greater understanding.
- other pupils may benefit from the feedback.
- can have more depth and meaning.
- can be dealt with efficiently where they affect groups of pupils.
- ensures marking to be a more integral part of the teaching process.

Teachers will consider the following when marking:-

- The age of the child and their strengths and weaknesses.
- The nature and purpose of the task - our expectations about learning objectives should be clear, realistic and understood by pupils.

Marking should:

- be fair, sensitive and consistent
- be constructive - positive when praise is due, sympathetic so as to reassure but not ignoring shortcomings or areas of difficulty.
- reflect individual child's capabilities - we will ensure that all pupils experience success in aspects of their school work.
- undertaken as soon as possible after work is completed and when possible outcomes discussed with pupils.

Marking methods

We will always try to encourage and motivate pupils and celebrate achievement.

Some methods we use are:

- written feedback
- oral feedback with individuals or groups or review and explanation in plenaries.
- commercially produced stamps, stickers .
- set of symbols understood by pupils.
- Ticks (summative marking mainly in closed tasks)
- positive, written comments (valued by pupils) written in margin or at bottom of the page which are appropriate and intelligible to the child.
- Pupils show, demonstrate or give presentation about their work.
- Methods of marking will be communicated to parents.

Agreed marking scheme and symbol code to be used.

The teacher may indicate by comment if part of the work needs to be rewritten along with an indication of which text is to be rewritten. Similarly a comment may indicate the need to finish a task.

All subjects will be marked according to the success criteria for the activity. The success criteria will be closely linked to the learning objective(s) of the lesson and made clear to the pupils prior to the activity to be marked. Pupils may be involved in suggesting/agreeing the success criteria. Success criteria must be based on the learning objectives. If the learning objective is a cross curricular writing activity, success criteria may include both writing success criteria (eg features of a report) and criteria linked to the subject.

It is not always necessary to mark spellings, punctuation etc although fundamental errors can be highlighted.

- Up to 3 words at Foundation Phase and 6 at Key Stage 2

Reflection and Action Time

It is important that pupils are given time to respond to feedback marking and that this response time is planned for so that pupils may correct, rework, edit or make the improvements outlined in feedback marking. Reflection and Action Time is timetabled throughout the school.

Foundation Phase

In the Foundation Phase the work is inherently practical. Much of the marking of work with young pupils in the Foundation Phase is oral feedback when working alongside the child during or when monitoring a task. Encouraging comments, stickers and symbols such as smiley faces may be used. In writing and any other curriculum task elements of the school marking scheme will be used as appropriate.

Marking colours

Marking should be completed in black.

A green highlighter can be used to identify good areas of learning.

A yellow highlighter can be used to identify areas of development, or errors in learning.

Green pen is to be used for pupil and peer assessment and also when pupils are completing an action/next step. This may be supported/completed by the teacher/TA at Foundation Phase.

Responsibilities

It is the responsibility of the Head teacher:

- to monitor the consistent use of this policy across the school and to report back to staff on a regular basis.
- to ensure that the school has an effective Marking Policy which is fully understood by staff and that the policy is reviewed on a regular basis.
- to ensure the implementation of the school's marking policy and to ensure that marking is regular and formative.
- to ensure regular standardisation of agreed assessment procedures, through moderation, so that meaningful outcomes or levels are recorded and communicated to pupils where appropriate.

It is the responsibility of all classroom teachers:

- to ensure that all classwork and homework is marked regularly according to the school's marking policy.
- to ensure that when marking takes place any unfinished pupil work is subsequently
- completed where appropriate.
- to explain the marking and assessment system to the pupils.
- to ensure that assessment information informs further curriculum planning.

