



Yes we can

## Marking and Feedback Policy

Spring 2017

### Aims and Rationale

At Henry Fawcett we believe that the nature of feedback given to children will have a positive impact on their learning attitudes and future achievements. All children will become independent in their thinking, and have ownership of their learning.

Therefore, through our feedback and marking we aim to raise self-esteem, achievement and progress in all areas of the curriculum.

### What is Marking and Feedback?

**Marking** is the annotating of a piece of written work, using words, symbols and grades. It is usually in a written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at, but 'in depth feedback' is given when appropriate. Less detailed marking is often supported by oral feedback.

**Feedback** may consist of a dialogue between the adult and the child, a group or a class, and will provide pupils with information about how they performed in relation to the learning objective(s), and the **next steps** necessary to improve the work

### The Purpose of Feedback and Marking

- ✓ To recognise, encourage and reward children's effort, progress and celebrate success.
- ✓ To provide regular worthwhile dialogue between child and the teacher with clear appropriate feedback about strengths and areas of development in their learning.
- ✓ To teach children to constructively self-evaluate against shared success criteria or personal curriculum level targets.
- ✓ To increase children's self-esteem and awareness of how to improve.
- ✓ To support assessment for learning, target setting and reporting to parents.
- ✓ For children to steer their own progress through **next steps** in their learning.

### When do we mark?

#### **Marking in the presence of the child**

Marking in the presence of the child is usually the most effective method of marking.

This is the practice we endeavour to use whenever possible through guided group work or 1:1 conferencing with children.

- ✓ teachers agree **next steps** and individual targets with children;
- ✓ specific advice for improvement is given;

- ✓ teachers follow up agreed targets with the child to evaluate progress;
- ✓ it gives children the opportunity to comment upon their work as it is marked;
- ✓ it involves dialogue between teacher and child;
- ✓ It provides individual strategies for improvement.
- ✓ The quality of thinking can be higher if the feedback is oral.

### **Distance Marking**

Distance marking may have limited value with younger children, but is often essential when marking large amounts of work. With the pressures of the classroom, it is usually necessary, particularly with older children.

Some principles need to be considered if this form of marking is to be used effectively:

- ✓ The use of symbols and codes should be used consistently and understood by teachers and children;
- ✓ Teachers should ensure that children use the allocated time to respond to written comments and to make improvements from the prompts that the teacher provides;
- ✓ Comments are clear and the language used is accessible;
- ✓ Specific strategies for improvement are given

### **How do we mark?**

All work by the children should be in **pencil, or black pen**.

Marking and writing by the adult should be in **green pen**

Children's responses to any marking should be in **purple pen**

### **Detailed Marking**

At the start of every lesson teachers share the **Learning Objectives** with the children and establish the success criteria using a variety of AFL strategies but most commonly steps to success criteria is used to break down the learning objective together. These should break down the **skills** needed in order to achieve the Learning Objective.

In order to manage regular in-depth marking of the whole class teachers should carry out detailed marking of **one subject per week** (English, Maths, Science/other).

**Detailed marking should include the following elements:**

- **Showing success**  
The teacher **writes a positive comment** related to the child's work that **links clearly to the steps to success criteria and the child's individual target(s)**.
- **Indicating what has been achieved and the next step**  
The teacher uses **2 stars** (what the child has achieved) and **1 wish** (what they need to achieve). The wish could be related to either the LO or the child's individual target. Whichever is most relevant. These should be written in **green pen**.

### **Response Marking**

When written feedback is provided children need to respond to progress onto the **next steps**. Teachers comments need to allow the children to think of the next steps and improve an identified area of learning.

Allocated time has been designated to allow time for children to read, digest and respond to their teachers marking effectively with a focus on the **next steps**.

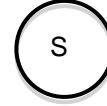
The teacher should work with a focus group during literacy and numeracy. This will enable an assessment written dialogue between the teacher and the child in the child's book. The comments should focus on the **next steps**, moving the child's learning forward. This would be a combination of detailed and response marking with the child.

## Marking Symbols

This is used when children might find it difficult to access the written comments made by an adult. This will be used **consistently** in Keystage 1 but can also be used in Keystage 2 for children who cannot access the comments. (See appendix 1)

The teacher should ensure that these marking symbols are on **display in their classroom** and that all adults and children are aware of them. (See appendix 2)

In addition the teacher should indicate if the work was supported by use of


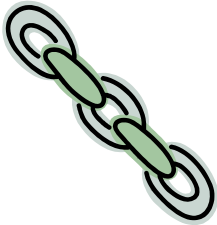
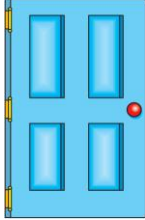

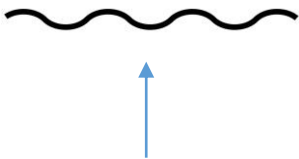
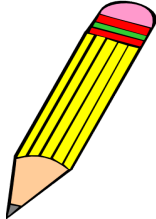



= Verbal Feedback given

## Peer Assessment and Self-Assessment

This can be done during the Response Marking sessions in the morning. When peer assessing children should **agree the points for improvement** together and then each child write this in **their own book**. Children **should not** mark each other's books.

# Marking Symbols

 <p><b>Finger Space</b></p>	 <p><b>Connectives</b></p>	 <p><b>Openers</b></p>
<p><b>FS</b></p> <p><b>Full Stops</b></p>	<p><b>CL</b></p> <p><b>Capital letters</b></p>	 <p><b>Sound out using Phonics</b></p>
<p><b>WOW</b></p> <p><b>Interesting words</b></p>	 <p><b>Improve it/Edit</b></p>	 <p><b>Handwriting</b></p>
<p><b>V</b></p> <p><b>Insert</b></p>	<p><b>T</b></p> <p><b>Targets</b></p>	 <p><b>Prove it</b></p>