Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Marking & Feedback Policy

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Responsible Personnel
- Headteacher
- Teaching Staff

Introduction

At Newbold Church of England Primary School, we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues which ensure that teachers and children at Newbold C of E Primary School achieve high standards and that learning and teaching is child centred.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to this process.
The key characteristics of Assessment for Learning

- Explicit Learning Objectives.
- Success Criteria.
- Questioning.
- Feedback.
- Marking and pupil response
- Adjusting teaching to take account of results.

Explicit Learning Objectives (referred to as L.O)

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.
Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.
The learning objectives will focus on learning **not** activities. Helpful learning objective stems include those based on Blooms Taxonomy e.g. understand, apply, create etc.

Success Criteria (SC/ Remember to…)

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress, and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective, they gain more ownership over the learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 3.

Feedback against the criteria frees children from personal discouragement.

Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. We use several types of questions to deepen understanding. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Thinking time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talk partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. Feedback that comments on the work rather than the child is more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral - most regular and interactive form of feedback.

Focus on being constructive and informative to help pupils take the next steps in their learning

Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)

Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling

Opportunity to model the language pupils can use when responding or giving feedback to others

Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.

Emphasise the learner's progress and achievement rather than failure.

Self and Peer assessment

We will encourage pupils where possible to self-assess their work. E.g.

- Recording appropriate 'smiley faces' in their books
- Thumbs up (to avoid peer pressure this can be carried out with eyes closed).
- Two stars and a wish independently or with peers
- Use of 'talk partner'
- Written assessment by peers or pupils using contrasting coloured pen/pencil e.g. pink pen.

Key Stage One

Written work will be marked with visual stamps. Up to two errors or issues will be circled in the text and underneath the work the following stamps will be used. Spelling mistakes will have the correct word written with space indicated for the child to copy the correct spelling 3 times. Effective word choices or phrases and innovative ideas will be ticked in the text to highlight strengths to the children.







Time needs to be built into lessons for this to be possible and allow children to reflect in structured ways as follows:

Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem, and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be for the child to further improve. These improvements will link to targets set for individuals, groups, or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning. Time will be planned into lessons to allow children to respond to marking.

Key principles and guidance for marking:

- Establish ground rules on presentation and setting out and display these.
- Marking is only of value if comments are read and responded to.
- All work marked by a member of staff should be in pen in a different colour from the children's work.
- Work marked by someone other than the class teacher should be initialled e.g. TA – teaching assistant, SHLTA- Senior High Level Teaching Assistant, ST – supply teacher, children marking should put their initials or names

- Work marked by the children should be in a contrasting-coloured pen. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement.
- Marking must be manageable, and not all pieces can be quality marked. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language. Comments should model the handwriting policy.
- All marking will be positive, informative, and constructive and comments must relate to the 'L.O', the 'SC' and specific secretarial features (see marking key).
- Children will be encouraged to respond to marking using a contrasting-coloured pencil/pen e.g. to 'pink pen' their work.

EYFS

- Children's work is annotated where necessary, giving the context to the piece of work and/or recording the 'voice of the child' which supports practitioners in the assessment of the child's overall understanding and attainment.
- Annotation and verbal feedback is always positive focussing upon the evidence of what the children can do independently and supports their next steps.
- All evidence within each child's learning journey is marked with either 'supported' or 'independent.' 'Next Steps' are recorded on pieces of work and shared with the child verbally.
- All evidence within the children's learning journeys is dated.
- All work is linked to the Early Years Foundation Stage Development Matters age bands. This supports the tracking of individual children's progress and is used to inform the planning for the children's unique next steps.

Key Stage Two

- Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and written correctly in the margin. The child will then write the word 3 times when responding to marking
- Punctuation marks relevant to the child's National Curriculum levels will be marked. Punctuation mistakes will be circled where wrong – see marking key
- Time should be given to pupils to correct, redraft, edit, add, and respond. Corrections and responses should be completed below the last piece of work.
- All pupils to be taught to respond to marking and initial to show they have read any comments using a contrasting-coloured pen/pencil.
- Children should evaluate their work using the systems set out in the peer and self-assessment section.
- Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, The National Curriculum and the child's individual ability. It will be used to inform teachers' records and reports to parents.

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Marking Policy

Comments or symbols made in green show areas of success

Comments or symbols made in purple show areas for improvement or action

Comments made in pink show students' responses to marking



Symbols used in marking:

- ✓ Success
- ✓✓ Very good!
- ✓✓✓ Exceptional
- X Something is wrong here
- ☺ I like this
- ? I don't understand this
- ⬭ Something is missing here
- ✳ Indicates an area for development
- skool There's a spelling mistake here
- sp Spelling mistake or correction
- (S) Support has been given for this work
- (PS) Peer support has been given for this work
- (I) This work was done independently
- (V) Verbal feedback has been given for this work
- ^ A word is missing here
- The student's thoughts on their progress towards the LO