

ALEXANDRA INFANTS' SCHOOL

Policy on Marking and Feedback

1 Introduction

- 1.1 At Alexandra Infants' School, we take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking and feedback given according to the age of the children. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process. In some situations the marking and feedback will be given by a member of the support staff who has been responsible for working with the child.

2 Aims and objectives

- 2.1 We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children develop their learning. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective and success criteria, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

- 3.1 We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed (Live marking) and if this is not possible through distance marking, both giving the child time to "Fix It" before moving on to the next piece of work
- Marking should always relate to the lesson objective and success criteria, but can also be linked to the child's own personal learning targets.

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- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read the comments then other arrangements for communication must be made.
- Comments will focus on a key area for improvement
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and success criteria for the task right from the outset. These must always be indicated on a piece of work.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. EYFS must do this with the child at the time.
- Feedback may also be given through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will be completed before the next lesson in that subject.

4 Implementing the marking policy

- 4.1 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement.
- 4.2 In order to encourage a positive response, the comment written will be a constructive statement on how to improve i.e. practise this spelling.
- 4.3 Green ticks are used where work is correct and a pink dot where errors have been made. Other symbols will be used once their meaning has been explained (appendix 2)
- 4.5 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems.
- 4.6 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the success criteria themselves, where appropriate.
- 4.7 Children should be encouraged to assess their work ahead of final marking in relation to the success criteria. This helps the children to self-reflect at each step of the learning process. Prove it sheets will be used to support this in literacy from Y1.

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4.8 In order to support this process, teachers will stop children during the lesson to remind them about the success criteria and about how they are moving their learning forward.

4.9 Teachers will always comment on spelling and grammar:

- if it is a spelling that all pupils should know;
- if it is something related to the child's target.

5 Monitoring and review

5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every two years, or earlier if necessary.

A Lupton

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Policy review due May 2018

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POLICY INTO PRACTICE

PROCESS AND ORGANISATION OF MARKING AND FEEDBACK

- All planning must indicate Success Criteria for groups and individuals.
- Written work must have the Learning Objective and Success Criteria indicated on the page in the format of a sticker or on the sheet.
- Learning Objectives and Success Criteria will be explained to the children at the start of every lesson and referred to at appropriate times during the lesson and during plenaries.
- Marking will always refer to the Success Criteria by highlighting it using the RAG system (pink - not achieved, amber - towards/ partially achieved, green - achieved)
- A pink comment will be made at the end of the work linked to what they need to practise, or try next.

e.g.

Practise writing the letter 'a' correctly.

a.....

- The teachers should use a script that is clear and easy for the children to read even if it needs to be read to the child. Model the handwriting linked to your year group.

FIX-IT TIME

- The children are given the opportunity to respond to the marking during "Fix-It Time" which takes place at an appropriate time but before the start of the next lesson.
- If a group of children have the same misconception then during Fix-It time the teacher may work with that group while the other children are fixing their work.
- Support staff will be circulating and checking that the children understand and are completing their "fix-its" appropriately.
- Any work not marked by the class teacher must be initialled by the person doing the marking.
- 'Fix its' need to be acknowledged with a tick and initial using a green pen.

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POLICY INTO PRACTICE Codes to Be Used When Marking

LITERACY AND TOPIC		MATHEMATICS	
	Something is missing		Incorrect answer
	This doesn't make sense		Correct answer
GR	Guided reading	GM	Guided Maths
GW	Guided Writing		
CODES TO BE USED ON ALL WORK			
I	Worked independently	TAS	Support from TA
TS	Support from Teacher	GPW x 4	Group work (Number of children in group)