



Salford C of E Primary School

MARKING and FEEDBACK POLICY

2016

Headteacher Mrs M Waring
Chair of Governors Mr A Cox
Signed copy in School Office

Reviewed on: 24th October 2016

Assessment, Reporting, Marking and Feedback Policy

Equal Opportunities Statement

Equal opportunities should be promoted on the basis that every person deserves equal respect irrespective of age, race, culture, capability or gender. Teaching should take into account issues related to multicultural education, special needs, gender and personal and social education.

Feedback and marking should be constructive for every child, focusing on success and improvement needs against learning intentions; children are taught to become proactive and reflective learners. This helps them to move learning on from current to desired achievement.

'Our children are given opportunities to reflect, improve and celebrate their work'.

Aims

- To show that we value the children's work
- To help to raise self-esteem and confidence
- To include the children in their learning and development
- To give the children opportunities to reflect on their learning and any improvements needed by identifying 'next steps in learning'.
- Feedback should relate to the learning objectives/success criteria shared with the children
- Be manageable for teachers
- Inform future planning and individual targets
- To vary the ways in which feedback is given i.e. face to face, clear written feedback, oral feedback, paired marking or self marking
- Responding to individual needs
- To ensure that children see the marking and feedback process as positive

Guidelines

Children should be made aware of the lesson objective at the beginning of each lesson. Key Stage 1 simplifies this to "We are learning to..."

Success criteria should be shared with the children or decided together. Key Stage 1 can think of it as "What we need to remember to do."

Summative feedback/marking

Mainly used for closed tasks or exercises, this usually consists of ticks and dots using a green pen. Where appropriate, children should self-mark or mark together.

Formative feedback/marking

Verbal

It is powerful because it is an instant way of pointing out successes and improvements relating to the learning objective or individual needs. It enables interactive discussion between the teacher and learner. Whole class, group or individual feedback using pre-prepared text enables delving and questioning to extend thinking and to discuss improvements. Models good practice.

Written

Not all pieces of work can be given detailed written feedback and should be mainly if the task is open.

All formative feedback whether verbal or written should refer to the lesson objective or the individual child's learning needs. Time should be given to make the improvements where appropriate identified by 'next steps in learning'.

Foundation Stage

Most feedback is given orally and immediately to the children at the end of an activity. Any written marking will be completed either with the child present or time will be given for the teacher to read the comment.

- Annotation to children's work will be made if specific learning has taken place
- Achievement will be recorded for their Learning Journey.

Raising Self Esteem

Teachers can reward stickers, stamps or house points for rewarding high standard of achievement or presentation. Upper Key Stage Two children are also rewarded with merits. Merits earn Bronze, Silver and Gold awards

Children may be asked to share their work with other staff, classes, parents and other interested parties.

Self-marking/Self assessment

Children should be given opportunities to self assess their learning against the learning objective and success criteria. They need to be given time to check through their work and the teacher should model strategies for self assessment.

Independent writing; the children in Key Stage Two and upwards are given time to self-assess for learning (AFL) at times using their personal targets/checklist.

Key Stage One and Early Years children will be supported through this process by an adult to help them identify their next steps in learning/personal targets.

Paired marking

On occasions and when appropriate children could be asked to mark work in pairs. The following points are important:

- Paired marking/feedback should be introduced when the children are ready
- Children need to be trained to do this through modelling with the whole class
- Ground rules should be decided together i.e. listening, interruptions, confidentiality
- Children should firstly point out positive achievements and then suggest ways to improve

Policy written by M Waring and agreed by all staff June 2014.

Reviewed: October 2016