



Feedback and Marking Policy

Last Reviewed June 2016
Next review June 2018
Chair of Governors – Gary Barnes

Date:

Aims and Principles

Marking and feedback has 3 purposes:

To help pupils:

- Understand what they have done well
- Understand how to improve
- Make visible signs of improvement as a result of feedback.

Feedback and marking is only of value if comments are understood and responded to. The nature of feedback given to children will have a direct bearing on learning attitudes and future achievements.

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments

Purpose & Reasons for Feedback and Marking

- To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.
- To ensure all pupils understand how to improve different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.
- Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

Feedback and marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Principles of Feedback and Marking

- If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:

- They are made aware of the learning objectives of the tasks /lessons and of the criteria against which their work will be marked / assessed. *'This is what you are going to learn and this is what I will be looking for'*.
 - The learning needs of individual children are understood and the work is matched and marked appropriately.
 - Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Marking away from the children has less value than incorporating it within the lessons, e.g. when staff are working with a focus group. The latter can be used to offer guidance as to the extent to which learning objectives have been met and to suggest the next steps children might take in their learning. The aim is that by using extensive modelling during lessons, children as they progress through the school, become confident to 'mark' their own work and focus on making improvements during lessons.

Types of Feedback

Oral feedback

- Oral feedback is the most powerful and has maximum impact when pointing out successes and the improvements needed to achieve the learning objectives. Effective oral feedback will be reflected in the improvements made by the children.
- Oral feedback is usually interactive and developmental. It may give reassurance or a quick check on progress.
- Oral feedback can be given in different ways, for example:
 - whilst pupils are engaged in a task
 - in concluding sessions, individually or collectively
 - during follow up sessions after a lesson, individually or collectively
 - when returning books, individually or collectively
 - feeding forward into the next lesson

Written Feedback

- Written feedback should be brief and clear in meaning
- Written feedback should be developmental, ie. children will find out how they are getting on and what the next learning step will be all linked to the learning objectives and success criteria
- Written feedback may acknowledge work which has been marked orally, by peers or the child themselves.

Note: Where written feedback is used, older children are expected to read comments made on their work and it is essential that time should be made available for this and whenever possible should include time to make suggested improvements.

Marking Methods / Classroom Practice

Staff at Kingsway Primary School are aware that immediate feedback is the most effective and is therefore most likely to be verbal.

We take account of all the different types of marking outlined above. Marking to specific learning objectives is the norm as this allows teachers to give very specific feedback to children on how far they have progressed towards achieving what was expected of them and is also used to inform future planning.

More general marking, covering all aspects of learning, is undertaken for assessment purposes usually at the end of a unit of work or as part of the termly assessment week activities.

Consistency

- The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ.
- Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.
- Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school. Discussions with pupils will also aid in the evaluation of feedback and marking.