

## Ormesby Village Infant and Junior Schools

### Marking and Feedback Policy – 2017-18

#### Purpose

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Marking is a form of assessment which should inform both the staff and the children. For children, marking demonstrates as a staff we are interested in, and value, their efforts. It enables us to praise and confirm achievement against success criteria and to identify areas to improve. For the staff, marking enables an evaluation of the content or skills taught and the method of teaching. It informs future planning, ensuring continuity, progression and differentiation. The main objective of marking and feedback is to help children learn better.

It is important to provide constructive feedback to children, focussing on success and improvement needs. Children are then supported to become reflective learners and are helped to close the gap between what they can do currently and what we would like them to be able to do. The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements and be given time to respond to comments.

#### Policy Principles

- Enable children to become partners in the marking and feedback process.
- Be consistent throughout the school, with set strategies in place.
- Be seen by children as a positive means to improving their learning.
- Develop a culture which allows mistakes and risk-taking.
- Be constructive.

#### Policy Aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning steps. To ensure that marking and feedback are effective and empower the learner we aim to:-

- Give children continuous opportunities to become aware of, and reflect upon, their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement. Gauge the children's understanding and identify any misconceptions.
- Inform future planning and individual target setting.

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers recognise effort as well as quality, linking effort to specific skills or understanding.

### Working Strategies

At Ormesby Village Infant and Junior Schools we recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At our schools we use a combination of the following strategies to enhance our teaching and essentially help children to achieve highly:-

- Children will know their learning objectives and success criteria.
- Learning environments will make explicit what good-quality work in the various subject areas looks like.
- Teachers' professional judgement will determine the extent to which a piece of work is 'marked' and how.
- Consideration will always be given to what each child is capable of and the next learning step. They should not receive the impression that things are right when they are not, but neither should they be discouraged from being adventurous and so make mistakes. Suggestions for improvements should be constructive.

### Summative Marking

This is a snapshot judgement on the standard of a piece of work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. This information is used to inform the whole-school tracking process.

### Oral Feedback

This is potentially the most effective form of feedback, especially for the youngest children. The language of the classroom has an enormous impact on the children and should create an ethos where speaking freely about learning is good. Oral feedback can be from a teacher, TA and from and to peers. It can be given at individual, group or whole class level.

### Acknowledgement Marking

This is a courtesy look at work and may include a tick or brief comment. It shows that some dialogue took place during the lesson which should have an impact on the child's learning. This acknowledgement shows that the work has been seen, valued and very probably dealt with orally, in a group or whole-class setting.

## Quality Marking

This more detailed marking will reflect the nature of the completed activity. The emphasis will be on both successes and improvement needs and next learning steps. This can be oral or written but should always reflect first and foremost on the learning intention and then on other aspects. Children consequently need to know learning objectives and be clear about success criteria. This marking should also involve self-evaluation and peer assessment.

Marking should be positive, clear and appropriate in its purpose. Outcomes need to inform planning and teaching and learning. Children need to have sufficient time to respond to and address specific comments designed to move them on to next learning steps.

## Corrections

When children have completed a task teachers ask them to check for things that they know are wrong in their work once they have read it through. Spelling, punctuation and grammar errors are not corrected in their entirety in every piece of written work but will be addressed if they are a particular curricular target or a skill that a child should be using in every piece of work. Children are given feedback about the elements the teacher has asked them to address or those that are current targets. Consequently some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

## Outcomes for children

Children will:

- Know about the quality of their work through honest, targeted feedback.
- Have the courage to make mistakes, knowing that these will be viewed as opportunities for improvement
- Have the motivation to want to produce high quality work and make progress
- Understand exactly what is required to be successful.
- Be involved in assessing their work and identifying what they need to do to move on.
- Be encouraged to set some of their own targets from the marking.

## Outcomes for teachers

Teachers will:

- Be able to assess the effectiveness of their lesson planning.
- Use feedback to inform planning next steps.
- Use feedback outcomes to help curricular target setting.

## Special needs

Children with special educational needs will be identified through assessment and all those responsible for that child will pay high regard to the requirements of the Code of Practice and

the school's SEN offer to ensure the children receive their entitlements. More able children will have their strengths challenged. All children should have equal access to both formative and summative assessment in line with the schools' over-arching Equal Opportunities Policy.

Assessment, recording and reporting procedures

Children's progress will be reported to parents during parents' evenings. We need to monitor and update the school's marking and feedback policy on a regular basis and we will review this policy every two years or earlier if necessary. Marking will be monitored regularly through discussion and work scrutinies.

Policy agreed	12.9.17
Policy review	September 2018