

Marking Policy

Providing Effective Feedback to Pupil's Learning

Introduction

Effective feedback is integral to effective teaching and learning, going beyond the 'marks on the paper', where teachers make responses to pupil outcomes.

It occurs:

- a) In the communication of explicit intentions and expectations for the learner and learning;
- b) In teacher/pupil and pupil/pupil interaction during the learning phase;
- c) In constructive responses to learning, marking of work, focussed reflection and plenary discussions.

This policy defines the principles and strategies for achieving effective feedback and constructive responses to learning. Regular reviews are held to provide training and guidance on effective marking.

Aims

In general terms there are three main aims for marking work and/or feeding back to the pupils. These are as follows:

- ✓ To develop pupils who, as reflective learners, feel involved in their learning and are aware of their own progress.
- ✓ To raise attainment and maximise progress for all pupils.
- ✓ To ensure effective practice in and links between teaching and learning.

Objectives

The objectives when giving feedback are as follows:

- ✓ To be meaningful and constructive. Feedback should be based around the shared objectives and success criteria.
- ✓ Feedback should, where possible, be underpinned by the school ethos of Growth Mindset.
- ✓ Pupils are encouraged to reflect on themselves and their peers as learners.
- ✓ Feedback indicates where success has been achieved (attainment) and how progress might be made (improvement)
- ✓ Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.
- ✓ Feedback is readily accessible and meaningful to the pupil.
- ✓ Pupils are aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be.

Strategies for Implementation

The agreed practical strategies for marking and giving feedback are set out on the following pages.

These are grouped using the above objectives.

- ✓ To be meaningful and constructive feedback should be based around the shared objectives and success criteria.
- ✓ Pupils are encouraged to reflect on themselves and their peers as learners.

Learning Objectives are always shared with the children at the beginning of each activity. There will obviously be some differences in the way they are communicated at KS1 and KS2:

- ✓ Learning Objectives will be expressed as 'We are learning to...' (seen in classes as WALT)
- ✓ Success Criteria should be expressed in pupil friendly language (*I can/ I will be able to, I know how to...*)
- ✓ They will be written on the board or similar display board.
- ✓ Pupils (in KS2) write them at the top of ALL of their work. This will help to focus their attention on the precise objectives for the task as well as guiding and clarifying how the work is marked.

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- ✓ Pupils (in KS1) will have them stuck in their books until such time that their writing is fluent enough to be able to write them in their books
- ✓ Verbally, with repeated and reminders throughout the session e.g. mini/mid-plenaries.
- ✓ By involving pupils in discussion as to what the desirable outcomes of an objective might be (developing success criteria).
- ✓ By reinforcement through teacher intervention, for example timely pre or post teaching, that is shown in books.

Pupils will be made explicitly aware of what achievements will mean in relation to the shared objective/criteria in the following ways:

- ✓ Through discussion at the beginning of the task with the whole class or peer group;
- ✓ Through access to and discussion of, examples of successful outcomes or appropriate marked work, for example use of a visualiser. This work may be drawn from a variety of different sources including those beyond the particular classroom. The aim is to provide positive models or provoke discussion about what could be done to improve less successful outcomes.
- ✓ Through effective questioning and interaction with groups and or individuals.

Pupils will be encouraged to reflect on their learning, development and achievement in relation to the shared objectives/criteria in the following ways:

- ✓ By maximising opportunities for reflective whole class and group plenary sessions across the curriculum.
- ✓ By modelling and encouraging pupils to use questions which enable/require the learner to think about what they have learnt.
- ✓ For teachers to have a generic set of questions, which can be used to make pupils reflect on their own learning and ways that it can be improved during a plenary session. (See Appendix 1)
- ✓ By recording reflective self-evaluations at the end of a piece of work that make the child look for parts of their work they are pleased with and any areas they feel they require more support.
- ✓ By group and paired discussions with peers at the end of each session and before the whole class plenary.
- ✓ By seeing themselves as 'first markers' of their own work, for example having a checklist for self-review of writing.

NB These may again be worded and presented in different ways depending on the year group.

(see Appendix 2)

- ✓ Children in KS2, and KS1 where appropriate, will use highlighters to draw their teachers to particular sections of their work which they feel really reflects/demonstrates their understanding of the lesson objective. This could be simplified in KS1 for example, *get the children to highlight every capital letter they have used, then get them to check from say a list on the board of all the things that need a capital letter – have they missed any? etc.*

Feedback from teaching staff

At Orsett we have agreed that:

- ✓ Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.
- ✓ It is essential that feedback is both readily accessible and meaningful to the pupil.
- ✓ Feedback is selective, focussed and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement). This will be seen through developmental comments that the children will have the opportunity to respond to.
- ✓ Feedback will include Next Steps, linked to the learning objective from a lesson. These will aim to stimulate further thinking to extend learning.

Pupils will be made aware of where the stated (or unplanned but equally valid) objectives were successfully met (positive feedback) by:

- ✓ Selective marking which focuses on the shared objectives rather than all aspects of the work;

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- ✓ Ticking in Maths, or pink highlighting in English, where achievement was most significant or the stated objectives were clearly achieved (✓). Green highlighting will be used to show areas identified for improvement.
- ✓ Written comments at the bottom of work highlight positive aspects of the work
Example *Well done, you have correctly been putting full stops at the end of your sentences.*
- ✓ Ticks are used for correct responses, when appropriate question marks are used for incorrect answers.
- ✓ Discussions with a partner to see where improvements can be made or where an objective has been reached
- ✓ Developmental comments suggesting where a child can improve their work, or prompting thinking to develop their work.

Pupils will be made aware of a manageable number of areas in which improvement/progress could be made with the strategies for achieving this.

- ✓ Written comments (*Next time..., Try..., Go back and...*)
- ✓ Reference to/comparison with parts of the work where the objective was achieved
Example *You made good use of objectives at the beginning of this story. Try next time to keep it going for the whole story.*
- ✓ This can be linked to a teachers comment in the margin or at the bottom of the work to give guidance and if necessary be discussed at a later date.
- ✓ Underlining spelling mistakes (or subject matter or high frequency words), which the children can then use their phonic skills and dictionary skills to correct in their wordbooks. (maximum of 3 words for both Key Stages)
- ✓ Giving examples of how sections/aspects could be improved or next steps, for examples, in mathematics suggesting methods for calculation or a way forward in problem solving, which may take the pupil forward.

When marking pupil outcomes

Teachers will use a consistent and agreed system for marking and annotation (*see Appendix 3*). This is displayed in each classroom.

It is important to ensure that:

- ✓ Pupils are clearly made aware of when corrections are to be made or when improvement is to be aimed for in subsequent work;
- ✓ Pupils can read and understand the marks teachers make (teacher annotations) on their work, or are made aware of them verbally. This may occur when the work is marked with the pupil and may only consist of a brief indicator to remind pupils of the focus of the discussion;
- ✓ Pupils are given a regular directed time in which to read, reflect and/or act on any comments or corrections that have been made as soon as they receive their marked work back. This will then ensure that pupils are aware of their own progress and thus adapt future work accordingly where necessary.
- ✓ Pupils are aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be.

Progress towards targets

Individual learning targets are communicated to pupils and progress monitored as follows:

- ✓ Targets for Literacy and Numeracy are presented on target sheets in their books, these are regularly highlighted to show next targets.

Pupil Involvement

Pupils are involved in discussing and reviewing progress against their own targets in the following ways:

- ✓ Regular discussions/reviewing/praising of individual developmental and 'next step' targets on an ongoing basis with the class teacher.

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- ✓ Self and peer assessment highlighting areas where objectives have been met and areas where improvement could be made (next steps)
- ✓ Small group *Pupil Conferences* providing additional feedback and support from teachers marking in Literacy and Numeracy to be timetabled to take place summatively at the end of each half term.
- ✓ Through access to annotated work and/or personal targets/levels including discussions based on developmental and next step marking at the end of a theme/topic.

Formal Assessments

Formal Assessments will take place on a regular basis throughout the pupils' time at Orsett C.E. Primary. These are age appropriate and will consist of some or all of the following:

- ✓ Baseline Assessment completed at the beginning of Yr R.
- ✓ Year 1 Phonics Screening
- ✓ Formal Assessment at the end of year 2 and year 6.
- ✓ Optional testing in YR 3,4,5.

These tests will be used to inform planning and differentiation for the pupils and will also be used to assess the on-going progress of individual pupils. The results will be entered into a software package and results used to inform areas for improvement within the school.

Monitoring and Evaluation

The implementation of this policy will be monitored in the following ways:

- ✓ Systematic tracking of the work and records of a number of pupils per class (3 children, top, middle and lower ability to demonstrate the range) in line with the Annual Cycle for monitoring.
- ✓ Subject Leaders will monitor assessment within their subject and make a record in line with the Annual Cycle for monitoring.
- ✓ Class Teachers will regularly collect results from each class teacher to put on to the school's system.
- ✓ Involvement and future focussed visits from members of the Local Governing Board
- ✓ Formal and informal discussions with children on how they perceive the feedback they receive.
- ✓ Termly Pupil Progress Meetings will be held to evaluate the progress and attainment of individual pupils and to consider any support, intervention or challenge programmes that are needed to ensure that they meet/exceed the end Key Stage targets that have been set. These meetings will consist of the Headteacher, Deputy Head, class teacher and where appropriate Teaching Assistants and SENCO

Expectations For All Teachers

It is important that all children's books have a consistent approach to both expectations for learning and marking and feedback. At Orsett CE Primary staff have agreed a consistent approach which will be subject to ongoing monitoring and will be reviewed each academic year (*see Appendix 4*).

Reviewed: September 2010

Staff Meetings Held: 21st and 28th September 2010

Interim Review Date: January 2011

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