



Bosham Primary School

Marking and Feedback Policy: December 2017

Principles:

Our policy is based on the following principles:

- feedback informs all participants in the learning process of the progress made and feeds into the planning cycle for teaching and learning;
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and when it is personalised, helps to raise standards;
- children should have their work acknowledged, to be given feedback on their achievements and to be given advice for future learning.

Who is involved:

Leadership team: monitoring, evaluation and inset;

Teachers: giving a range of feedback in a variety of forms;

Learning support staff: marking in line with the learning objective and commenting on assistance given;

Pupils: self-assessment and marking, peer assessment and marking and improving their own work.

Supply teachers and trainee teachers are required to follow the policy.

Guidance for marking by teachers:

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next;
- the child has an opportunity to read and respond to the marking;
- it is informing the teacher of learning needs which can be incorporated into future planning.

Remember that:

- marking is most effective in the presence of the child;
- children must be given time to read/reflect on/respond to marking;
- Effort should be acknowledged as well as achievement.

Marking and feedback by teacher should take on some of the following forms, as appropriate to the work:

- Marking should be related to the learning objectives/ success criteria and/or the child's individual learning targets.
- Where symbols are used, they must be understood by the class. They should be shared with the children and displayed in the classroom. At parents' evenings- the symbols should be displayed so that parents also understand what the symbols mean. It is useful if the symbols build on those used throughout KS 1.
- The use of GREEN highlighter is for promoting positive aspects of the work and PINK highlighter draws attentions to errors or areas for development within the work.
- Children should go back to their work using purple polishing pens to make corrections or improvements as the marking has highlighted.
- There may be positive comments and guidance for a child to move their learning forward.
- There may be an open question posed specifically related to the learning objective and next steps.

- A correct worked through example by the teacher.
- A request to do some corrections.
- Verbal feedback to be acknowledged in books (ie. Use of VF code)
- Use of oral feedback (don't forget that Seesaw can help with this)
- Use of mini plenaries and visualizer to model and share good examples.
- Requests for the child to proof read or edit their work again referring to the success criteria.
- Drawing attention to the specific progress a child has made.
- Classroom assistants with groups/ individuals can mark their work.
- Time allocated for pupil conferencing- especially in writing.

Notes:

Teacher's handwriting needs to be legible as a model for the child and use pink or green (never purple).

Not every incorrect spelling needs to be corrected. Persistent errors should be commented upon and these should be incorporated into planning and into children individual word mats.

Guidance for peer/ self-assessment

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning. Within most lessons, children should have the opportunities to assess their progress (or that of others) against an agreed success criteria.

Children need to be trained in how to peer and self-assess meaningfully, in order that time spent in lessons on this is beneficial to the learning.

Remember that in Maths in particular, marking and feedback needs to be concise and wherever possible be instant, so that misconceptions and errors can be picked up and addressed on the same day. This may happen through group marking, assessment stations etc.

Tools to support planning/ marking/ feedback and assessment of learning

- Personalised word/ learning experience mats
- Seesaw
- Individual target cards
- Assessment stations
- Proof reading and editing zones
- Green/ pink highlighters
- Children's purple polishing pens
- Baselines
- Self-marking tables (success criteria based). i.e I think, my friend thinks, my teacher thinks.
- Observation notes
- Closing the Gaps plans