



POLICY ON MARKING AND FEEDBACK.

INTRODUCTION

At Date Valley School, we will take a professional approach to the tasks of marking work and giving feedback on it. There will be a common marking scheme used in all classes, with symbols representing comments. However, when using the marking scheme, the age of the children will have to be taken into account. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

AIMS AND OBJECTIVES

We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

PRINCIPLES OF MARKING AND FEEDBACK

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with recognition given of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.

- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work)

IMPLEMENTING THE MARKING POLICY

The school has explicit rules that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson objective at the top), and teachers should not accept the work unless these rules have been followed.

- In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- Ticks are normal where work is correct, and crosses or a dot where errors have been made. Other symbols in our marking chart should be used as appropriate once they have been explained to the child (**See appendix 'symbols for use in marking'**)
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- Children should be encouraged to assess their work ahead of final marking. Pieces of work should reflect the child's understanding of the concept taught and worked on through a written explanation by the child of how they knew what to do. This should be done for as many pieces of work as possible. For younger pupils, the teacher can do the writing as the child verbally explains their understanding.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- Occasional personal tutorials (**'conferring'**) offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- Teachers will comment on spelling and grammar only in the following cases:
 - if spellings and grammar were part of the lesson focus;
 - if it is a spelling that all pupils should know;
 - if it is something related to the child's target.

AGREED MARKING SCHEME AND SYMBOL TO BE USED

	Shows that the teacher recognises a child's efforts and their focus on a task
T (for teacher) TA (for teaching assistant)	Indication that work has been marked with oral feedback.
I	Independent work (children write)
✓	It's Right
?	Think about this again. Try to correct it
SC	Self corrected
L	Look at your layout
Sp	Correct your spelling
P	Check your punctuation
G	Check your Grammar
H	Look at your hand writing!
(Or Similar) 	Child has met all success criteria (can be accompanied by comment)
(Or Similar) 	Child has met some but not all success criteria. This must be accompanied by comment(s) which will be scaffolding prompt(s) that help the child meet the success criteria for which they were less successful.
(Or Similar) 	Accompanied by a comment telling child what they can do next to improve
Two stars and a wish	Identify two positive aspects of the child's work and then express a wish about what the child might do next time in order to improve another aspect of the work.

- Some symbols suit literacy marking and others suit numeracy marking.
- All symbols identified above are to be used for day to day marking. Two stars and a wish are for more in depth marking.

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MONITORING AND REVIEW

It is the responsibility of the Headteacher and subject coordinators to check that this marking procedure and policy is being implemented.

It is the responsibility of the class teachers to make sure that the marking system is explained to the children.

It is the responsibility of the class teachers to make sure marking system and policy is followed

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy next year.

The Headteacher, together with the management team carry responsibility for monitoring the implementation of this policy

This policy has been written and reviewed by the Principal of the School Razina Karim

Date: February 10th 2016.