



DAWPOOL

Dawpool C.E. (Aided) Primary School

Marking & Feedback Policy



*'The Fruit of the Spirit is Love, Joy, Peace, Patience,
Kindness, Generosity, Faithfulness, Gentleness
and Self-Control'*

(Galatians 5: 22-23).

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Teachers Standard 6:-

“Make accurate and productive use of assessment”

Teachers will give regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback.

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

(Education Endowment Fund 2015)

Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved.

“The most powerful single moderator that enhances achievement is feedback”.

(Hattie1992)

Purpose

- To encourage, motivate, support and promote positive attitudes.
- To provide constructive feedback.
- To inform planning.
- To promote higher standards.
- To allow pupils to reflect on their learning and setting targets for next steps.

‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)



Key Principles

Marking should:

- Be constructive
- Be related to specific learning objectives and curricular targets which the pupil should know in advance.
- Where possible, be accompanied by verbal comments.
- Ensure that pupils know how well they are doing and what they need to improve to make further progress.
- Provide pupils with opportunities to assess their own work and that of others.
- Follow consistent practice throughout the school.

GUIDELINES FOR ENGLISH MARKING

- The success ladder will be used to provide feedback to learners and teachers.
- Where possible children's work should be responded to either as they are working or as soon as possible thereafter.
- Marking should inform the child of the progress they are making, and where relevant, a next step target.
- Teacher's handwriting should mirror the school's handwriting policy.
- The child's name will usually be used when giving written feedback.
- All written feedback is completed in black pen by teachers.
- All pupils will self-assess or peer-assess in green.
- The agreed marking codes for writing will be used consistently in Key Stage One and in Key Stage Two (see appendix)
- Prior to teacher marking, pupils will be encouraged to evaluate their own work.



GUIDELINES FOR MATHS MARKING

- Feedback should be clear, concise and immediate if it is to have impact on a child's learning. This means that providing verbal feedback and guidance to pupils within lessons will have a greater impact on their learning than work that is marked and seen by the pupil the next day.
- Within maths lessons, the majority of feedback will be immediate and given verbally due to the collaborative, explorative and reflective structure of the Singaporean style lessons.
- At different points within the lesson there will be opportunities for feedback as outlined in the chart. Marking and feedback in maths can also include the inclusion of photographs taken as children explore, post-its and annotations from the teacher/TA completed during the lesson. Before any feedback is given or any form of marking undertaken the teacher should consider carefully whether it will really make a difference to learning.

Exploration (Anchor Task)	Teacher and TA observe children carefully making notes mentally (or using post-its if useful) about their approaches to the task, their application of mathematical concepts, their ability to communicate, collaborate and visualise, their number sense and ability to self-regulate.
Structuring (Discussion)	Teacher and TA observe and note which children are struggling, just coping and those who are ready to go deeper. Questioning should then be tailored and used to deepen thinking, consolidate learning or support struggling learners.
Journaling	Teacher and TA should observe what is being written considering the ability to communicate and the quality of thinking that is being recorded. Support here can be provided by the teacher for struggling



	learners who may need to revisit the anchor task and have further structuring. Journals should be marked by the teacher after the lesson. Marking should, where useful, include points the teacher/TA has noticed about the child's learning throughout the lesson. Children should be given the opportunity to reflect on their own learning and have time to respond to any questions or comments the teacher has written in their journal.
Reflecting (as initial methods/ideas completed)	Questioning can be used here to allow learners to consider the relative efficiency of methods, identify and prove generalisations and notice deeply.
Guided Practice	Assessment here focuses on whether children are ready to move to independent practice or whether they will need further structuring and scaffolding through the independent practice.
Independent Practice (workbook)	Workbooks should be marked every day. This can be done by the children with the teacher, as the children are working by the teacher or TA and should only need a tick to show accuracy and a dot for errors . Children should be given time to revisit their mistakes and correct them. Additional support should then be given to any child displaying evidence of conceptual misunderstanding. Where children finish quickly, they can deepen their learning by constructing their own problem in their journals or responding to further questions based around the anchor task or guided work.



AFTER MARKING

- Self-esteem is the most significant factor in being a successful learner, marking and feedback should focus on both success and improvement.
- Time needs to be given to pupils to reflect upon marking to ensure they benefit from it.
- Pupils must be given time to respond to marking.
- Corrections should support the child's learning, too many can overwhelm and demoralise the pupil.
- Concepts that are misunderstood by individual children need to be recorded by the teacher and explained personally as soon after marking as possible.
- Where a large proportion of the class have misunderstood a concept this should be planned into the teaching session of the next lesson.
- Teachers must take note of the pupils own evaluation and act on it where appropriate.
- Marking should reflect the school's reward system for good behaviour for learning.

SUCCESS CRITERIA

We know our policy is working if:

- There is evidence that work is being marked regularly in accordance with the guidelines.
- Marking informs future planning.
- Pupils acknowledge "next steps for success" and work towards achieving them.



MONITORING

We will ensure that these guidelines are being used consistently throughout the school by carrying out book scrutinies. This will be the responsibility of the S.L.T and subject leaders.

The Governing Body will monitor the implementation of the policy.

The policy will be reviewed each academic year.

Reviewed: July 2017

Appendices.

- Marking Codes: Key Stage One, Key Stage Two
- An Example of a Success Ladder for KS1 & KS2


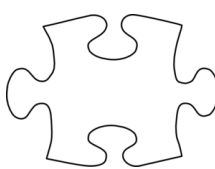








Appendix i

KS1 Learning Ladder Symbols for Writing

.	I can use full stops		I can sit my writing on the line
ABC	I can use capital letters	WOW!	I can use WOW words
	I can use finger spaces		I can use different sentence openers
	I can write a sentence that makes sense	noun <small>*a person, place, thing, or animal</small>	I can recognise a noun.
	I can think of my own ideas	 cat	I can spell 3 letter words
	I can spell key words	,	I can use commas in a list
	I can use time openers	3 +	I can write more than 3 sentences and an adult can read my writing



	I can use my phonics to spell unfamiliar words.	? !	I can use question marks and exclamation marks
	I can use conjunctions		I can write with a clear beginning, middle and end.
	I can use and recognise adjectives		I can use adverbs
	I can write my letters correctly and keep my writing neat.		I can recognise a verb.
abc	I can join up my writing		I can tell an adult what my writing says

**KS2 Marking Codes For Writing**

Capital Letter	CL	Check Sense	?
Full Stop	FS	Verbal Feedback Given	VF
Handwriting	HW	Target	T
Spelling Mistake	SP	Particularly Good	√√
Punctuation Missing	PU	I wish you had . . .	✓*
Something Missing	^		
New Paragraph	//		

Mathematics

- ✓ - Correct
- - Incorrect try again
- ✓c A completed correction

Corrections will be completed by pupils underneath or nearby to work. Rubbers will not be used for corrections, unless directed by the teacher.

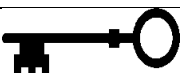





Appendix ii

Editable Success Ladder (KS2) Example

Me	Peer	Success	Teacher

Editable Success Ladder (KS1) Example

Me	Success	Teacher
		
		
		
		
	ABC	
	.	

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)