

Dunton and Wrestlingworth Church of England VC Schools Federation



Marking and Feedback Policy 2015-16

Dunton and Wrestlingworth Church of England VC Schools Federation

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Stakeholders consulted:

- Staff ✓
- Parents ✓
- Children - Summer Term School Council meetings
- Governors ✓
- External advisers

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Aims of Policy

- ❖ To provide a coherent picture of good and outstanding practice in marking
- ❖ To provide positive reinforcement of the teaching and learning process
- ❖ To ensure that effective learning results from feedback and marking
- ❖ To give teachers, teaching assistants and peers the skills for effective feedback and marking
- ❖ To set out our expectations for high quality but manageable feedback and marking
- ❖ To provide parents and carers with information about the schools' marking and feedback strategies

Why do we mark?

- ❖ To enable a regular dialogue between the teacher and child
- ❖ To give a clear picture of what the child has done against the Learning Objective
- ❖ To give recognition and praise for achievement
- ❖ To provide suggestions for the next learning steps
- ❖ To identify common & individual needs to inform planning
- ❖ To empower children in self assessment

At Dunton and Wrestlingworth we expect children to:

- ❖ Regularly read and respond to the comments made by adults in their books
- ❖ Take pride and care in the presentation of their books reflecting the high standard that is expected
- ❖ Underline titles using a ruler and never leave unnecessary gaps if appropriate for the Key Stage
- ❖ Take time to correct and finish off work where appropriate
- ❖ Correct mistakes neatly
- ❖ Use quality writing equipment appropriate to the year group
- ❖ Use pencil for drawings or diagrams

For marking to be worthwhile it is essential that children can both understand and respond to it in a meaningful way.

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How do we ensure that children will respond to marking?

- ❖ For marking to have an impact on attainment, the comments made by adults need to be specific in order to further develop children's learning
- ❖ As part of the daily classroom routine it is essential children should be encouraged to read the teacher comment from the lesson before and respond to it

How do we mark?

To be effective the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. If possible marking is carried out with the child present, although it is recognised that this can be difficult to accommodate.

- ❖ In order for marking to have the maximum impact it should mainly focus on next steps or to further explore understanding related to the success criteria. Attainment in relation to the learning objective should also be commented on but this will be in the form of a comment
- ❖ Children will receive feedback and/or marking for every subject, though the manner in which this is done will vary from task to task
- ❖ Homework should be regularly marked in line with the expectations of this policy. It is essential that homework is marked regularly to inform pupils and parents of pupil progress
- ❖ The adult response to children's work may be oral or written feedback, which will be influenced by the age and level of the pupil involved. In the case of oral feedback the teacher or child will put a T on the piece of work indicating clearly that oral feedback has been given. We recognise that oral intervention / feedback may be more appropriate in EYFS and lower Key Stage 1 as this also gives the child the opportunity to input their own thoughts and ideas, but is also of equal value in Key Stage 2
- ❖ Teachers' written comments need to model high standards of presentation including handwriting and spelling
- ❖ Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement
- ❖ Teachers should indicate some appropriate incorrect spellings for children to correct in all subjects

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- ❖ Where work has been taught by a supply or cover teacher it is expected that it will be marked by them in accordance with this policy on the day of teaching
- ❖ It is expected that children are given regular opportunities to look back over at the comments made on a number of pieces of work to remind themselves of the progress or areas for development commented on

Monitoring and Review

The Head teacher and/or SLT will regularly monitor the effectiveness of the policy to ensure that marking systems are upheld and that every child receives positive, constructive and timely feedback. This will be done through a combination of book looks, learning walks and observations.

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School Strategies for Effective Marking and Feedback

Feedback	
Aims	Strategy (A mixture of the strategies below will be used in lessons as appropriate)
<p>To draw the children's attention back to the learning objective or address any misconceptions</p> <p>To enable the child to learn to self-correct/review and evaluate their own progress towards the feedback given</p>	<ul style="list-style-type: none"> • During lessons verbal feedback may be given in the form of a review in the middle • When working as a class/small group or individually a child or an adult will put a T on their work to show an adult has given oral feedback • The child will then be directed back to this at the end of the piece of work to review whether they have acted upon the teacher's suggestions for improvement • Children will be given the opportunity to self correct/review using a coloured pencil/pen during or at the end of the lesson
<p>To enable staff to inform future planning and to identify the needs of individual children</p>	<p>Where a teacher or TA has supported a child with their work this will be annotated to show the level of support given</p>

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Marking	
Aims	Strategy (A mixture of the strategies below will be used when marking takes place)
<p>For children to be able to understand what they did well and how to improve</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • A verbal comment will be made • A stamp may be given, accompanied by a verbal comment <p><u>KS1 and KS2</u></p> <ul style="list-style-type: none"> • A positive comment may be written • A 'next steps' comment or stamp may be given • Spelling corrections will be made as appropriate • Effort will be recognised following each school's praise system • A tick will show work has been completed correctly • A cross will show an incorrect answer • A dot will show an opportunity to improve an answer
<p>For children to consider their own achievement against the learning objective</p>	<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Adults will talk to the children about how they completed the task/how well they did <p><u>KS1 and KS2</u></p> <ul style="list-style-type: none"> • Children will self- mark using a different colour if appropriate

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To enable children to identify important aspects of a learning objective and to learn and improve in a supportive and collaborative environment	Children will undertake age appropriate peer-marking. They will look at each other's work and identify successes and improvements
To allow children to improve their achievement and learning strategies	Children will be given time at the beginning of a lesson to read and respond to comments or stamps on their previous work, this will be shown by the child initialling their work