



## **BLETCHINGDON PAROCHIAL C of E (V.A) PRIMARY SCHOOL**

### **FEEDBACK and MARKING POLICY**

**“Learn to Believe – Aspire to Achieve”**

At Bletchington Parochial CE (VA) Primary School we believe that everyone will reach their true potential. Through supportive, yet challenging teaching, we inspire our children to learn.”

**Love honesty courage respect unity**

#### **Introduction**

At **Bletchington CE Primary School** we take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children will have to be taken into account. However, 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**

**2.1** We regularly mark children’s work and offer feedback in order to:

- show that we value their work, and encourage them to do the same
- boost their self-esteem and aspirations, through use of praise and encouragement
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies
- offer them specific information on the extent to which they have met objectives, and/or the individual targets set for them
- promote self-assessment and peer assessment whereby they recognise their difficulties and are encouraged to accept guidance from others
- share expectations
- gauge their 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**

**3.1** The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

**3.2** The marking should be in accordance with the lesson objective and, increasingly, the child’s own learning targets.

**3.3** The child must be able to read or access comments made, and be given time to do so.

**3.4** Comments should be appropriate to the age and ability of the child, and may vary across year groups and Key Stages. SEN issues should also be taken into consideration when commenting on work.

**3.5** Regular *Next Step* comments will focus on only one or two key areas for improvement at any one time. These should directly relate to moving the child's learning on, e.g.

*You clearly understand how to use this method for adding whole numbers. Can you apply it to adding two decimal numbers?*

a)  $23.4 + 16.2 =$

Or against pupil's AFL comment - Teacher ticks ✓ and adds smiley face to agree with N/S given  
e.g. *Can you try this challenge?  $23.4 + 16.2$*

**3.6 From October 2015**, marking symbols, comments and next steps will be communicated in light blue. Things to improve / re-visit are identified in pink. Marking of next steps will remain as purple. Yellow highlighter is used to indicate spelling/grammar ability appropriate errors that require correcting. A green highlighted LO indicates that the LO has been met. A green dashed LO indicates that the LO has been partly met. (Changes made as a direct result of professional conversations taking place).

In English, a teacher may highlight text in green if it meets the success criteria or LO. Highlighted pink identifies text that the teacher wants the child to improve.

**3.7** Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging children in their own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

**3.8** 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 as soon as possible.

**3.9** The marking system should be constructive and formative.

**3.10** Feedback may also be given by a teaching assistant, or through peer review.

**3.11** Feedback may also be provided through plenaries, group sessions or through the use of the visualiser.

**3.12** Marking can identify a child's key learning difficulties, misunderstandings and also strengths.

**3.13** Common errors should be noted in planning and addressed as appropriate.

**3.14** Marking should normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

## **General advice**

**4.1** 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.

**4.2** A balance has to be achieved. 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.

**4.3** The extent of the response to a piece of work is determined not by the number of errors found in it, but by the marker'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.

**4.4** Ticks are normal where work is correct, and crosses or a dot where errors have been made. Other symbols may be used once their meaning has been explained.

**4.5** Wherever possible, those marking work should establish direct links between oral or written praise and the class or school rewards systems.

**4.6** Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.

**4.7** When appropriate, children may mark their own or another child's work, but the teacher should review this marking where appropriate.

**4.8** Children should be encouraged to assess their work ahead of final marking, using success criteria provided by the teacher/TA. This helps the children to self-reflect at each step of the learning process.

**4.9** In addition, the children could indicate where they think a particular target has been achieved. Before work is handed in, children's learning partners may also check and discuss work, to ensure that a particular target has been met.

**4.10** Occasional one to one sessions offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

**4.11** Teachers and teaching assistants will comment on spelling, punctuation and grammar usually in the following cases:

- if spellings, punctuation and grammar were part of the lesson focus;
- if it is a spelling that the pupil should know;
- if it is something related to the child's target.

**4.12 From** December 2015 Children will edit their own work in blue biro.

### **Symbols to be used**

These symbols will be introduced as and when appropriate to the child's ability, age and understanding.

Signed: Louise Hatton (Headteacher)

Signed: On behalf of the Governors (Chair of RS committee)

Date: Reviewed January 2017 in light of updating related policies