



Feedback and Marking Policy

'Learning to Live, Living to Learn'

Endowed in 1678, founded by the Church of England and part of The Diocese of Canterbury, Hartlip Endowed Church of England Primary School has a distinctive Christian ethos at its heart. The school endowment documents that a school be provided for the “children of Hartlip and the neighbouring parishes if an overplus”.

Our school seeks to be a happy place, with a welcoming atmosphere, built on mutual respect with confidence and understanding between parents, children, staff and governors.

All policies are governed by our Christian School Values which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.

- All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do.
- Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- All members are **thankful** for the community to which we belong and demonstrate this accordingly
- We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation.
- We learn in **friendship**; supporting each other to achieve to our very best potential at all times.

The feedback and marking policy is a working document which generates and informs good practice within the school. It is an expectation that practice is consistent and a means of promoting learning.

We believe that feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

Policy Principles

Marking and feedback should:

- Relate to learning objectives and success criteria, which must be shared with children.
 - Include and involve all adults working with children in the classroom.
 - Give children continuous opportunities to become aware of and reflect upon their learning needs.
-



- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.
- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every student can improve.
- Be seen by children as a positive means to improving their learning.

Policy aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- Ensure children are praised when they focus their comments on the learning objective for the task.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given.

Strategies

➤ Quality Marking

It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be **Quality Marked** and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning objective. Quality marking will take place once per week in extended writing and as necessary in Maths and Literacy. Quality marking in other subjects will be once during each topic. Sketch books in Art will be marked by means of a sheet in the front of the book, to avoid writing on the sketch.



Strategies for Quality Marking :

1. *Highlight in green: places where the child has written the best aspects against the learning intention and where they have met the success criteria*
2. *Highlight in pink: to indicate 2- 3 areas where some improvement can be made against the learning intention and where they have not yet met the success criteria*
3. *A 'closing the gap' comment written in pink pen which will help the child to close the gap between what they have achieved and what they could have achieved. Such closing the gap comments will fall into these three categories:*

A reminder prompt: This simply reminds the child of what could be improved: 'What else could you say here? '

A scaffolded prompt: This prompt provides some support: 'What was the dog's tail doing?', 'describe the expression on the dog's face

An example prompt: This prompt gives the child a choice of actual words or phrases: 'Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.'

Responses to the marking comments must be checked in a different coloured pen so the children know their responses have been assessed and valued. We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. We have decided to use a combination of the following other strategies to enhance our teaching and essentially help children to strive to achieve highly

- **Summative marking:** This a snapshot judgement on the standard of a piece work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.
- **Formative feedback/marking:** This can be either oral or written, but should always be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.
- **Oral Feedback :** Oral feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Oral feedback can be feedback from the teacher, to the teacher, and from and to peers. Oral feedback needs to be focused around the learning intention. Feedback can be given at an individual, group or whole class level.
- **Distance Marking:-**
Marking should be positive, clear and appropriate in its purpose – it needs to offer



constructive feedback linked to the learning objective. The outcomes need to inform planning, teaching and learning. Children need to be able to read, understand and respond to comments.

- **Acknowledgement Marking**:-This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.
- **Closed task marking**: This is associated with tasks such as class spellings and tables tests which require a *tick, cross, arrow etc.* Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.
- **Self – and paired marking**:- Children should be involved in the analysis and constructive criticism of their own work where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, modification and improvement become a natural part of the process of learning.

Organisation and Practice

We have agreed to:

- Ensure that children are always provided with success criteria, which is related to the learning intention, so that they are clear about expectations.
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place.
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.
- Complete distance marking which is accessible to children and manageable for teachers.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

Monitoring

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An oversight of marking will be gained through work scrutiny and book sampling by senior teachers and subject leaders.

