



Perranporth C P School

Perranporth C P School - Feedback and Marking Policy

Reviewed Jan 2018

Marking is an important part of the assessment process and is an essential part of effective teaching and successful learning. It is the method by which teachers gain knowledge of their pupils achievements, abilities and needs. Through this policy we aim to implement a consistent system of marking children's work which will encourage them to look at their errors in a positive way. We believe that marking will be effective if we emphasise achievement and give guidance on how improvements can be made. By creating a 'response dialogue' between teacher and pupil, we intend to encourage children to be more reflective and critical learners.

AIMS - The aims of our marking policy are to:

- Ensure that marking is formative (providing feedback to the child and guiding future work);
- Ensure that marking is diagnostic (identifying errors and learning difficulties);
- Ensure that marking practice is consistent throughout the school;
- Guide and inform future learning whilst providing information for teacher assessment;
- Draw pupils attention to the standards and expectations within their class and the school as a whole;
- Develop an awareness that marking can be both written and oral;
- Encourage a marking dialogue between teachers and learners.

PRINCIPLES - Marking will be most effective when:

- It is carried out alongside the child (where possible) or as soon after the work is completed as possible;
- There is a clear learning objective/outcome for marking which is shared with the child;
- The marking methods are manageable, fair and consistent;
- It raises questions intended to reinforce and/or extend pupils understanding;
- It provides constructive suggestions about ways in which the child might improve their work;
- A 'next steps' element (area for improvement/development) will be included where appropriate;
- The marking policy and procedures are shared with parents (through the school website).

PURPOSES - Marking will be used to:

- Feedback how well the learning objective has been met;
- Feedback on what has been done well and/or what needs to be improved;
- Assess what has been learnt and understood;
- Provide a record of progress and inform future planning;
- Recognise, encourage and reward effort and progress;
- Provide a means of developing attitudes, motivations and self-esteem;
- Set 'next steps' for future improvement and enable pupils to be self-evaluative and set their own next steps;
- Identify pupils who need support or extension work;
- Gain an overview of whole class learning and understanding;
- Provide pupils with the opportunity to revise and reflect on their work.

MARKING METHODS - Feedback:

Feedback will be used to communicate to children their successes and how they can improve in a positive way. All feedback, oral and written, will help children make progress; encouraging them to strive for high achievement and build self-esteem. Marking will always relate to the 'I can. . .' statement for that piece of learning (the lesson objective).

Oral Feedback:

- This is often the most powerful way of informing children of their attainment;
- Wherever possible, verbal feedback will be given directly to pupils during the lesson (in this instance, a written comment is not required as this will be recorded in the pupil's book with TT to indicate that the work has had Teacher Talk);
- This style will be most appropriate for younger pupils;
- To be effective, the feedback will focus directly on the learning objective and the child's attainment against it and will include advice on how to improve.

Written Feedback - 'pinks, greens and blues':

- A green highlighter pen will be used to identify good features of the text ('green for good');
- An orange highlighter pen will be used to identify areas for improvement within the text ('orange for improve');
- Teachers may decide, for speed and clarity, to use 'Wow' and 'Now' comments in some marking. Wow comments will be highlighted green to indicate a good feature of the work e.g. 'Wow: excellent connectives!'. 'Now' comments will indicate the orange features for improvement and to identify next steps e.g. 'Now: make sure capital letters are used accurately at the start of each sentence.'
- Teachers may decide a piece of work requires a more detailed comments at the bottom of the page to either acknowledge good features or areas for improvement. This will relate to those features which need to be developed or celebrated and will be highlighted in orange or green. Orange comments will form the basis of a specific feature (or features) that need to be a key area of focus (a 'next step') for the pupil in their subsequent learning;
- Teachers may pose an open question relating to or extending upon the learning - the use of open questions in this feedback is a key element in the development of their reflective thinking and requires a marking response from the child;
- Teachers will model this process on pieces of work shared with the whole class;
- Classes will work towards using this technique for peer assessment;
- Opportunities will be provided within class time for pupils to respond to this feedback (usually a maximum of 10 minutes at the start of a lesson);
- Pupils will be expected to respond to the marking including a written response to comments made by the teacher - this 'learning dialogue' is crucial to the success of this approach as it encourages reflection, engenders a real value and purpose to the marking, and cements a commitment between pupil and teacher to the ongoing aim of continuous improvement;
- Feedback will be given promptly after the completion of work;
- All written comments will be recorded neatly and clearly;
- Comments will be objective led and the pupil will always be clear about what the teacher wants to see as an outcome and what they are looking for in a piece of work;
- The comments will be positive and constructive - they will highlight successes and say how well the pupil has done in achieving the learning objective;
- Feedback will suggest where improvements can be made and how; giving advice and information that will support them in moving forward with their learning;
- Where appropriate, time will be given for pupils to make improvements to the piece of work;
- When it is not possible the teacher will check in subsequent pieces of work if improvements have been applied;
- Teachers will provide acknowledgement and praise where recommendations for improvement have been actioned.
- Spelling errors will be highlighted in yellow. Teachers will highlight an appropriate number of errors depending on the age and ability of the child - normally a maximum of 3.
- Other codes include 'S' for supported work, 'P' for practice needed, 'G' for work guided by an adult, 'I' for independent work, 'TT' for teacher talk and 'A' for learning objective achieved.

Marking - what's it all about?

Why do we mark your work?

We mark your work to let you know how well you've met the Learning Objective for that lesson. We like to give you feedback on what you have done well and/or what needs to be improved.

Marking your work helps us to see what you need to learn next.

We might show you what you can do to improve your work next time.

We may talk to you about the work that you've done or we might write a comment.

GREEN FOR GOOD

This means delighted and excited about your work!



Your teacher may be very impressed by something you've done.

Your teacher will let you know this by highlighting it with a green pen.



These are the things you can improve on

ORANGE FOR IMPROVE

Your teacher may find something you need to improve.

Your teacher will let you know this by highlighting it with an orange pen.

YELLOW FOR SPELLING



Your teacher may find some spelling mistakes for you to correct.

Your teacher will let you know this by highlighting it with a yellow pen.

These are the other codes your teacher might use when marking your work.

S = supported work

P = practice needed

G = guided work with an adult

I = independent work

TT = Teacher Talk

A = L.O. achieved