

FLASH LEY COMMUNITY PRIMARY SCHOOL

& NURSERY

MARKING & FEEDBACK POLICY

Produced by: Mrs. K. Fenton – Deputy Headteacher

Approved by:

To be reviewed: annually

Rationale

Flash Ley Community Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At Flash Ley Community Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to reflect on their work and level of understanding.
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression

PRINCIPLES

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that:

- feedback and marking forms an informative and accessible dialogue with clear teacher and pupil roles
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards
- improvement is cyclical, valued and clearly evidenced
- the children are made aware of learning challenges and of the criteria that their work will be assessed against, in age-related vocabulary
- the learning needs of individual children are understood and work is matched and marked appropriately
- where appropriate, feedback is linked directly to learning targets
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner
- achievements are linked, so that each builds confidence in future goals

AIMS & OBJECTIVES

Effective feedback & marking should:

- recognise, encourage and reward children's effort and achievement and celebrate success over time
- provide an accessible dialogue between the teacher and children, and clear, appropriate feedback about the strengths of their work and areas for development
- improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give children a clear picture of how well they have met learning challenges or targets
- identify children who need additional support/challenge
- provide evidence of assessments made against the National Curriculum
- involve parents more directly in reviewing their child's progress and help in reporting to parents
- celebrate and reinforce expectations
- inform future planning

Effective Marking Strategies

Intervention Marking:

All staff in the lesson are expected to use AFL during the lesson to intervene and move learning on. This could take the form of a modelled calculation or a conversation to improve/uplevel a sentence. Any intervention marking during the lesson is completed in a green pen. A clear improvement should be seen when an intervention has taken place. Marking after the lesson is completed in red pen to show it has not been done with the child present.

Verbal Feedback:

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. A VF symbol should be used to acknowledge verbal feedback has been given, in green pen.

Written Feedback:

Daily Marking:

All work is to be marked daily either with:

- Attainment, Presentation, Effort Stamp (APE). There may also be a comment which the child can respond to (this is not compulsory)

If a written comment is given it needs to be important for the child; it could be a next step/think about/ a check/uplevel/edit+improve which they would respond to at the next available opportunity. The child in KS2 is expected to respond in a purple pen.

Attainment, Presentation and Effort Stamps:

Children are awarded a score between 1-4 in all subjects based on the marking guide which is displayed in every classroom. See Appendix 3.

Peer Assessment:

If Peer Assessment is completed the children should be made aware of the rules of peer assessment (Appendix 4) and be focused by the teacher on what elements to mark their peer against.

Editing in English:

Draft work in KS2 is completed on the left hand page in their books. All editing by teacher/pupil is completed on the right hand page with asterisks/numbers to show where the editing links to the initial draft.

BLP:

Building Learning Powers is an essential part of our teaching and learning. The BLP Superhero skills are displayed in every classroom and are referenced during all lessons. Superhero stickers are used by the teacher if a child has really demonstrated a skill during the lesson. This generates a learning conversation with the teacher.

Marking in the Early Years

Marking in the early years is always referenced back to the Development Matters document. Staff ensure work is marked timely, accurately and with reference to the age and stage to which it links to. In English and Maths, the level of support is noted on a marking strip-**See Appendix 2**. A highlighter indicates that intervention marking has happened to address misconceptions quickly. A stamper indicates whether a child has worked with the class teacher or the teaching assistant.

Monitoring and Evaluation

Marking and Feedback will be monitored termly by the Senior leadership Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning. The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Appendix 1: Marking Symbols

- ✓ - Correct Answer
- ✓✓ - Corrected Answer/Fantastic word choice
- T- Teacher
- TA- Teaching Assistant
- ST- Supply Teacher
- GW- Group Work
- PW- Paired Work
- I-Work completed independently
- V- vocabulary error
- P- punctuation error
- S- Spelling mistake
- VF- Verbal feedback given
- A- Attainment
- P- Presentation
- E- Effort

Teachers mark in green during the lesson

Teachers mark in red during the lesson

Children respond in purple coloured pens

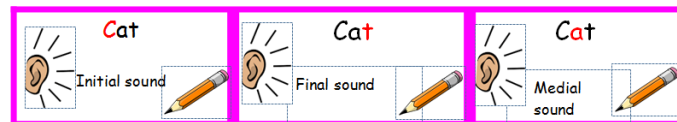
Appendix 2

Marking Strips for Early Years.



◇ Independent
◇ Teacher supported

◇ Prompts used eg sound mat




◇ Independent
◇ Teacher supported

◇ Prompts used e.g sound mats



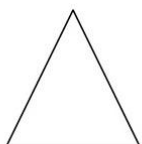
◇ Independent
◇ Teacher supported

Appendix 3

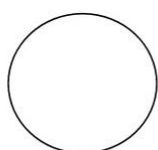
Marking Guide			
	Attainment	Presentation	Effort
1	You have not met the learning challenge and need more support	The presentation is unacceptable	You haven't tried very hard today
2	You are starting to access the learning challenge but still need some support	You are starting to follow some of our <u>non-negotiables</u> with your presentation	You have tried but have allowed yourself to do the bare minimum
3	You have met your learning challenge to the best of your ability	You present your work following all of our <u>non-negotiables</u>	You have really tried hard today and pushed yourself
	You have excelled in the lesson and can help others with their learning. You are showing age related expectations	Your presentation is outstanding and is an example for others.	You have tried really hard, pushing yourself onto challenges and managing any distractions



Attainment



Presentation



Effort

[Type text]

Appendix 4: Peer Assessment

Peer Assessment Rules!

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning challenge and only try to improve things that are to do with the learning challenge.
- Tell our partner the good things we see in their work.
- Look for a way to help our partner achieve the learning challenge with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

