



'Communicating Success' Marking and Feedback Policy

Article 28

Every child has the right to an education.

Philosophy

At Rathmore Primary School, we aim to foster a feeling of success in each child. This success should be based on their own understanding of how they are improving on a day-to-day basis. Therefore, this policy is intrinsic to the development of their self-evaluation and self-reflection. Seeking to improve how we mark and give feedback will positively impact the learning of each pupil.

“The dialogue between pupils and a teacher should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas.”

‘Inside the Black Box’ by
P Black and D William

Aims

- show pupils 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 pupils a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment;
- recognise pupils’ difficulties and accept guidance
- share expectations;
- gauge pupils understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- to inform future lesson-planning.

Strategies

“How effective is the assessment in promoting learning?”
Together Towards Improvement (2010)

All feedback should be rooted in the learning intention agreed upon at the outset of the task. It should be reflective of the efforts made by the individual pupil and considerate of any difficulties that the pupil experiences.

As we are promoting pupils self-assessing and peer-assessing, the etiquette of marking and feedback should be modeled regularly and consistently, before expecting pupils to undertake it for themselves. Feedback should always be;

Consistent

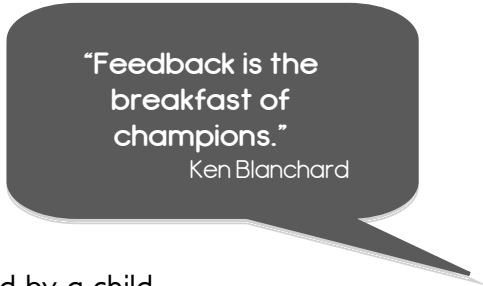
Progressive

Appropriate

Worthwhile

Verbal feedback

Verbal feedback will be given to pupils regularly. It is without doubt, the most powerful form of feedback and is most effective during the completion of the task. It can be given by a teacher, classroom assistant or peer, adhering to the following recommendations:



- Verbal feedback will be given when requested by a child.
- Verbal feedback will be positive and constructive.
- Verbal feedback will be appropriate to the individual pupil or group.
- Where verbal feedback has been the primary feedback given, a record of this should be made in the pupils' work.

Marking and Written feedback

Effective marking can have a powerful and immediate effect on pupils' learning. It is also permanent. Therefore, marking at Rathmore Primary School will aim to be constructive and affirming to all pupils. We do not intend to give pupils an unrealistic impression of their attainment, but wish to foster an environment conducive to risk-taking. Marking should be consistent throughout our school. The following guidelines are recommended practice:

- Marking is the responsibility of the teacher. Where appropriate a classroom assistant or pupil may mark work, but the teacher will review the marking.
- Marking and Feedback should always be in accordance with the specific learning intention(s) and the individual pupil's learning targets.
- Where a pupil's work needs advice for improvement, praise should accompany it.

- Written comments should be neat and legible.
- Marking will take place in a contrasting colour to the pupil's work with the exception of red.
- Errors that were made by many pupils should be recorded in planning notes.

Particular guidelines to each Key Stage, Literacy and Numeracy are specified in the Appendices.

This policy's principles and practice have been agreed by the staff and Governors of Rathmore PS. Monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.

Appendix 1 – Guidelines for Key Stages

Foundation Stage:

- Learning intentions will be shared with pupils at the beginning of each lesson, as a basis for a plenary and self-evaluation at the end of lessons.
- A record of when a pupil receives verbal feedback regarding their work will be made in workbooks.
- Comments will be made appropriate to the age and ability of the pupil.
- Pupils will self-evaluate the difficulty of their work using face symbols.
- Stickers and stampers may be used to represent comments if it appropriate.

Key Stage 1:

- Learning intentions will be shared with pupils at the beginning of each lesson, as a basis for a plenary and self-evaluation at the end of lessons; these will be recorded with the date at the beginning of each piece of work.
- Pupils will self-evaluate the difficulty of their work using the traffic light system.
- A record of when a pupil receives verbal feedback regarding their work will be made in workbooks.
- Comments will be made appropriate to the age and ability of the pupil.
- Stickers and stampers may be used to represent comments if it appropriate.
- Marking for Improvement (eg Two Stars & A Wish) will be systematically used to give pupils greater insight to their learning (at least once each teaching block).

The following guideline will be used for marking in Foundation Stage and Key Stage 1:

| | | | |
|---------------------------------------|--------------|------------------------|-----|
| Correct answer | ✓ | Independent | I |
| Incorrect answer | ▪ | Guided writing | GW |
| Missing word | ^ | Supported | S |
| Capital letter or punctuation missing | (changed) | Discussed with Teacher | DWT |
| Spelling mistake* | (underlined) | | |

Key Stage 2:

- Learning intentions will be shared with pupils at the beginning of each lesson, as a basis for a plenary and self-evaluation at the end of lessons; these will be recorded with the date at the beginning of each piece of work.

- Pupils will self-evaluate their work by traffic light system or making comment based on the learning intention.
- A record of when a pupil receives verbal feedback regarding their work will be made in workbooks.
- Comments will be made appropriate to the age and ability of the pupil.
- Stickers and stampers may be used to represent comments.
- Marking for Improvement (eg Two Stars & A Wish) will be systematically used to give pupils greater insight to their learning (at least once each teaching block).
- Peer-Assessment will be systematically used to give pupils greater insight to their learning (at least once a month).

The following guideline will be used for marking in Key Stage 2:

| | | | |
|---------------------------------------|--------------------|------------------------|-----|
| Correct answer | ✓ | Independent | I |
| Incorrect answer | ▪ | Guided Writing | GW |
| Missing word | ^ | Supported | S |
| Capital letter or punctuation missing | (changed) | Discussed with Teacher | DWT |
| Spelling mistake* | Sp or (underlined) | | |
| New paragraph needed | NP | | |

*High expectations of children's work are the norm. In KS2 the 'PS Approach' is used. Children are taught to self-correct Punctuation and Spelling before finishing every written task.

Regular review of marking and feedback will take place throughout the school by the Year Group Leaders, Key Stage Leaders and the School's Leadership Team.