



## **MARKING AND FEEEDBACK POLICY**

### **May 2024**

In Milltown Primary School, we believe that Assessment for Learning is an important means of improving pupil attainment. Marking and providing effective feedback is an vital component in raising standards across a school. Marking and giving feedback is about responding appropriately to pupils' work; written work, practical work and other learning experiences results in verbal feedback. It is therefore important to focus on feedback in a wider sense, not just the use of written notes and comments.

### **PURPOSE OF POSITIVE FEEDBACK AND MARKING**

- To highlight achievements in pupils' work.
- To identify areas needing development.
- To scaffold pupils' efforts to progress further.
- To foster and enhance pupils' self-esteem.
- To guide future planning, learning and teaching.
- To keep parents informed about their child's progress.

### **METHODS OF MARKING AND FEEDBACK**

The methods of marking and feedback given will depend on factors such as:

- The child's age, stage of development and learning needs (including SEN).
- Key Stage.
- Personality.
- Nature and purpose of the task.
- Working conditions.

Account will be taken of the child's individual abilities, intentions, achievements, experience and background.

### **STAGES OF FEEDBACK IN THE LEARNING PROCESS**

- Immediate feedback - provided during teaching
- Summary feedback - at the end of a lesson or task

- Next Steps - empowering pupils to recognise and enhance areas identified for improvement by the teacher upon reviewing their work.
- Summative feedback - tasks planned to give teachers conclusive feedback about whether a child has securely understood the learning intention.

## **ORAL FEEDBACK**

We should always be aware that our oral response to a child's piece work is an effective form of feedback and 'marking.' A significant amount of verbal marking takes place in the form of comments and discussion.

We recognise achievement and make positive comments in subjects such as Art, Music, ICT, the World Around Us and Physical Education.

## **PRINCIPLES OF EFFECTIVE MARKING**

Effective marking should:

- Be manageable for staff.
- Be positive, motivating and constructive for children.
- Tailor feedback to match the pupil's comprehension level.
- Encourage vocabulary expansion without discouraging attempts
- Be written in handwriting that is legible and a model for the child.
- Be frequent and regular.
- Allocate time for the children to review, reflect and respond to feedback.
- Offer opportunities for pupils to recognise and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Provide information for the teacher on the success of the teaching.
- Relate to the learning objective/success criteria of the work set.
- Be consistently followed by teachers across the school.
- Positively impact the child's progress.

## **REWARDS**

Feedback through the use of rewards is used to motivate, encourage and recognise positive outcomes and improvements. Rewards may include:

- A visit to another teacher or the Principal for commendation.
- A public word of praise in front of a group, a class, or the whole school.
- Star/Pupil of the Week, Class points or House Points
- Stickers, stars, star charts or certificates.
- Stamps in books.
- Items on display boards in school or on the school website or Facebook page.
- Use of school reports to comment favourable achievements.

## **SELF AND PEER ASSESSMENT**

All teachers integrate self and peer assessment across various subject areas. Children are enabled to evaluate their work by referencing the success criteria introduced at the start of each lesson, aligning their completed work against these criteria. This process is aided using "What I'm looking for" (W.I.L.F.), which also serves as a tool for students to set their own improvement targets, identifying their next steps.

Children are provided with opportunities to self-assess their work, particularly with closed-response activities where answers are either correct or incorrect. They enhance their learning by engaging in the sharing and review of work with their peers.

## **ROLES AND RESPONSIBILITIES**

### **Principal**

- To ensure consistent marking practices throughout the school.
- To ensure that the Marking Policy of the school is being effectively implemented.
- To provide necessary resources and training for staff development.
- To lead a whole school approach to marking and keep Governors, staff and parents well informed.

### **Subject Coordinators**

- To monitor the quality of marking.
- To evaluate teaching, learning and assessment based on marking standards.

### **Board of Governors**

- To approve, ratify and monitor the Marking Policy.
- To stay informed about marking standards and assessment practices.
- To be familiar with the types of information gained from marking and assessment.

### **Class Teachers**

- To develop an environment where pupils are motivated to learn from mistakes and feedback.
- To challenge and support all children to do their best.
- Have a thorough and up-to-date knowledge of the marking policy for the school.
- Reflect on the individual children's needs when marking.
- Use marking and assessment data to set targets and provide clear, constructive feedback to pupils.

## **SUBJECT SPECIFIC MARKING**

### **LITERACY**

Foundation Stage can include:

- Immediate marking by the teacher, whenever feasible, with students promptly acting on this feedback during in-class discussions.
- Verbal feedback provided by the teacher or Classroom Assistants during lessons, targeting small groups, the whole class, or individuals, with students responding to this feedback accordingly.
- Sessions dedicated to responding to teacher feedback, with the teacher working closely with small groups the following day.
- Observations during play activities, with teachers gathering feedback from various teaching tools such as whiteboards and workbooks.
- Verbal feedback being the primary mode, especially during guided reading sessions.

For Key Stage 1, strategies can include:

- Immediate marking at pupils' desks by the teacher or Classroom Assistants, with pupils taking immediate action based on this feedback.
- Verbal feedback provided by the teacher to small groups, particularly during guided reading sessions, with students responding appropriately.
- Scaffolding techniques employed when pupils encounter misunderstandings or errors, with the teacher providing structured support to facilitate progress.
- Directing pupils to areas needing improvement with a specific focus, for example, spelling errors, for immediate correction.
- Consolidation activities for additional practice or assessment.
- Self-assessment based on success criteria or use of a checklist.
- Opportunities for pupils to mark their own work during lessons when appropriate, such as in spelling or numeracy exercises.

For Key Stage 2, strategies may include:

- Immediate marking at pupils' desks by the teacher or Classroom Assistants, followed by pupils responding to this feedback during class discussions.
- Verbal feedback given by the teacher to small groups, particularly during guided reading sessions, with pupils taking immediate action based on this feedback.
- Teacher-led questioning during lessons to gauge understanding or prompt students to share their progress.
- Sharing of exemplary student work during lessons to encourage self-assessment and idea-sharing for improvement.
- Scaffolding techniques employed when pupils encounter misunderstanding or errors, with the teacher providing structured support to facilitate progress.
- Directing pupils to areas needing improvement with a specific focus, like spelling errors, for immediate correction.
- Sharing plenaries where pupils discuss or read part of their work while receiving verbal feedback from peers and teachers, focusing on achievements in relation to the success criteria
- Opportunities for pupils to mark their own work during lessons when appropriate, such as in spellings or numeracy exercises.
- Pupils are encouraged to revise, rewrite, and enhance their writing during the same or subsequent lesson. This process includes:

- Self-assessment based on success criteria or the use of a checklist.

Not all work will undergo correction of spelling, grammar, and punctuation, especially if it aligns with the lesson's learning intention. Correcting every error could be excessively time-consuming and potentially disappointing for students. However, consistent misspellings of important key words should be corrected.

## **NUMERACY**

### **Foundation Stage**

Age-appropriate marking is used, focusing on practical activities where students can develop skills and begin recording their learning. Verbal feedback or similar comments are provided when a teacher addresses a misconception with a student orally.

### **Key Stage 1**

Pupils are taught how to identify errors, with teachers modeling proper recording of calculations and methods. Teachers offer additional examples to reinforce skills or provide challenges as needed. Incorrect work in calculations is marked with a 'dot', giving students the chance to identify and fix mistakes. Self-assessment is conducted through strategies e.g. thumbs up/down to indicate how pupils found an activity, enabling tailored support.

### **Key Stage 2**

Self-checking skills are taught, encouraging students to deeply consider their recent learning. Group work may be utilized for comparing answers, resolving discrepancies, and identifying errors collaboratively. Similar to Key Stage 1, incorrect work in calculations is marked with a 'dot', giving students the chance to identify and fix mistakes. Self-assessment is conducted through strategies e.g. thumbs up/down to indicate how pupils found an activity, enabling tailored support.

## **LINKS WITH OTHER SCHOOL POLICIES**

Milltown Primary School's Marking and Feedback Policy has links with the following school policies:

- Homework Policy
- Assessment Policy
- SEN Policy
- Positive Behaviour Policy
- ALL Curricular Policies.

## **MONITORING AND REVIEW OF THE POLICY**

The Marking and Feedback Policy will be monitored and reviewed by Governors, Principal and Staff when required.

