

BRIZE NORTON PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Philosophy

“Good doesn’t help much – he’s just saying that it’s not really very good. I’d like it if he just told me the truth.” Year 3 child, the LEARN project 2000.

At Brize Norton Primary School, we believe that marking and feedback is an essential element in learning. Marking and feedback is effective when children are made to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

Aims

Marking and feedback should:

- Celebrate children’s successes, demonstrating that their work is valued.
- Provide meaningful feedback to the child.
- Stimulate correction of errors or improvement in a piece of work.
- Encourage children to become independent learners, self evaluating their own and other’s work.
- Develop a culture of continual improvement.
- Assist in the assessment of a child’s performance, providing a record of achievement for teachers and parents.

In addition to this marking and feedback should:

- Be consistent across the whole school.
- Relate to the learning intention or success criteria agreed at the start of a lesson or series of lessons.
- Support the achievement of individual curriculum targets.

General Guidelines

Children should always be made aware of the assessment criteria the teacher is using to mark the piece of work at the start of the lesson. Learning intentions and success criteria should be shared with the children and teachers should give feedback about how well individuals or groups have done based on these criteria.

Feedback and marking may fall into three categories:

1. Continuous oral classroom feedback – this will be to the class, groups or individuals during the course of a lesson with reference to the learning intention and success criteria. Other comments may be made to individual children during the course of a lesson that do not relate to the learning intention but may be part of a child’s individual target e.g. to use capital letters accurately.
2. Marking orally – this will be more typical in the Foundation Stage and Key Stage 1. Teachers will mark with the child present against the learning intention and success criteria giving positive feedback and offering ideas for a ‘closing the gap’ improvement.
3. Marking at a distance – this method will be more widely used in Year two to six.
Marking at distance may take different forms:
 - Acknowledgement marking – with very little detail. Here a tick is sufficient.
 - Cloze marking – when there is a right or wrong answer, (this marking is possible using peer group partnerships and response partners during lessons.)
 - Quality marking – where successes are highlighted and an improvement suggested.

Whether marking orally with the child or at distance, the teacher will identify two successes where the child has reached or exceeded the success criteria (where they are tickled pink). These successes are highlighted in the child's work in pink.

In addition to highlighting the successes, the teacher will identify one area for improvement linked to the success criteria. This improvement should be specific and easily understood by the child. The area in need of improvement is highlighted in green (green for growth). A 'closing the gap' improvement comment is then added to the work.

Work should be marked and returned to children as soon as possible and is practical so that corrections and improvements can be made.

All marking should be written in a pen colour different to that used by the children. Teachers can use reward stickers, stamps and point systems for rewarding work of a high standard or for good effort.

Self and Peer Marking

Opportunities are planned to allow children to self assess their learning against the learning intention and success criteria. Response partners may be used in this way. At the end of a piece of work, the children are asked to use a traffic light system to identify the extent to which they feel they have met the success criteria.

When children are identifying their own or other's successes and improvements, they should underline using coloured pencil crayons.

Foundation Stage and Key Stage 1

In the Foundation Stage and Key Stage 1, teachers will generally give oral feedback to children and when written marking is appropriate it will be carried out within the presence of the child. Children are given time within the lesson to make 'closing the gap' improvements.

English

The marking of English work will adhere to the general guidelines above. In addition to marking against the success criteria in each lesson the fundamentals will also be marked e.g. punctuation.

When marking spellings, teachers decide on the number of spellings to correct, these words would be within the individual child's range.

When the writing is for a special purpose e.g. for display, all aspects will be marked for accurate presentation.

Math

Errors should be dotted or crossed and an individual comment may be appropriate.

In Key Stage 2 children are encouraged to self evaluate their own work against the agreed success criteria. Children are expected to revisit corrections as directed by the class teacher.

Review and Evaluation

This policy was drawn up by the Assessment co-ordinator working in consultation with the staff. Its implementation is seen as the responsibility of the whole staff.

Policy was completed April 2008