

PERRYFIELDS INFANT SCHOOL

POLICY FOR EFFECTIVE MARKING AND FEEDBACK TO CHILDREN'S LEARNING 2015



Helping each other to learn and grow

Introduction

Effective feedback is integral to effective teaching and learning. It occurs:

- In the communication of explicit intentions and expectations for the learner and learning
- In the teacher/child interaction
- In constructive responses to learning, marking work, focused reflection and plenary discussions.

This policy defines the principles and strategies for achieving effective feedback and constructive responses to learning.

Aims

- To develop children who, as reflective learners, feel involved in their own learning and are aware of their own progress and targets
- To raise attainment and maximise progress of all children
- To ensure effective practice in the links between teaching and learning by encouraging children to give their best and improve on their last piece of work
- To provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations and their next steps in learning
- To use the marking system as a tool for formative ongoing assessment.

Principles of Effective Marking

- To be meaningful and constructive, feedback to children should be based around shared objectives and success criteria
- Use the agreed Marking Code to promote consistency throughout the school
- Be manageable for staff
- Be at the child's level of comprehension
- Be frequent and regular
- Children are encouraged to reflect on themselves and their peers as learners
- Teaching children to recognise what they do well
- Feedback is selective, positive, focused and constructive, indicating where success has been achieved (attainment) and how it might progress (improvement)
- Feedback is seen as an essential and valued part of the learning process, encouraging and enabling children to strive for progress
- Children are aware of the next steps for the progress in their learning and are involved in what these might be
- Providing assessment information and informing future planning.

STRATEGIES FOR THE IMPLEMENTATION OF AGREED PRINCIPLES

Learning objectives for tasks will be shared with children in the following ways:

- at the onset of each activity, expressed in children friendly language and written on the whiteboard/smartboard
- during the lesson verbal reminders will be repeated and reinforced by teacher/LSA intervention

Children will be made aware of what they are to achieve by sharing the success criteria in the following ways:

- through discussion at the beginning of the task with the whole class
- by showing the children and discussing successful learning outcomes
- through effective questioning and interaction with groups and or individuals
- through encouraging the children to generate their own success criteria

Children will be encouraged to reflect on their learning, development and achievement in relation to the shared objectives by:

- whole class, group and paired plenary/mini plenary sessions
- by modelling and encouraging children to use questions
- by displaying reflective questions in the classroom

Children are made aware of whether the objectives were successfully met through positive feedback by our marking code: (See attached marking code)

- with positive comment
- positive feedback given verbally
- 1:3 support was given in a small group

Examples of good practise:

Highlighting examples of good adjectives

Giving examples of when the success criteria have been met

Children will be made aware of areas of improvement by:

- written comments
- indicating next steps in learning - ⊙
- giving models/examples of how aspects could be improved
- next step challenge

Feedback should be made readily accessible and meaningful to the child in the following ways:

- through reflection and 'Mirror Moment' times
- using our consistent and agreed system
- using clearly written and understandable comments that children can read that reinforces the handwriting style
- verbal feedback to the younger children

Children are aware of the next steps in their learning by:

- individual literacy and numeracy targets in their books (KS1) (Summer term F/S)
- dialogue to parents in reading records
- sharing targets with parents at Parent Consultation
- termly learning leaves (F/S only) to share targets
- home school learning book (F/S only)

Children are involved in progress against their targets by:

- regular written feedback
- discussion with the class teacher/LSA
- through marked work
- children reflecting on their own progress by 'traffic lighting' their work
- children sharing good work during Celebration Assembly

Children Feedback and marking strategies will be monitored and evaluated by:

- SLT
- the School Assessment Leader
- by subject leaders – recording outcomes in their monitoring log
- governors

Our procedure for marking:

At Perryfields Infant School, we believe marking should:

- Acknowledge each piece of work.
- Be undertaken as quickly as practicable where possible with the child.
- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific learning objectives and targets known to the pupil in advance.
- Be constructive. A negative comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further.
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point. Teachers should use their professional judgement when deciding how many corrections to mark.
- Include a brief constructive comment where appropriate. This comment should be specific to the learning objective and content of the work. General comments such as "good" are to be avoided unless qualified with further comment as to why.
- Take account of individual ability and effort.
- Be manageable for staff and consistent across each age group.
- Be in keeping with the ways in which the school recognises and celebrates children's achievements.
- Provide pupils with the opportunity to assess their own work and that of others.
- Be in the black Berol fine handwriting pens.
- Good presentation is expected and may be commented on after the learning intentions have been considered. All work should be dated and titled using the learning objective/success criteria that will be marked against.
- Be consistent across the school and use the codes identified in the Marking Code.

- Use the agreed codes/symbols for marking and display these prominently in the classroom to ensure children are familiar with them.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive to children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups etc. As appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.

Types of marking:

Summative marking/feedback

- This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.
- This can also be marked by the children, as a class or in groups.

Verbal Feedback

- Perryfields Infant School recognises the importance of children receiving regular verbal feedback. This is particularly important in the early years and KS1 where children may be unable to read a written comment. 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. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A 'V' symbol should be used to acknowledge verbal feedback has been given.

Formative marking/feedback

- This is used for a more substantial piece of work that is marked in the absence of the child, such as a piece of writing.
- Not all pieces of work can be marked in this detail and teachers will use their professional judgement to decide whether work will simply be acknowledged or given detailed attention. When marking in this way, teachers highlight examples of where the child has met the learning intention whilst identifying an aspect of the work which could be improved. To support this, they provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved.
- Useful comments include:
 - A reminder prompt (e.g. 'What else could you say about the prince's clothes?')
 - A scaffolded prompt (e.g. 'What was the monster doing?', 'The monster was so angry that he...')
- In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested.

Self-marking/assessment

- Where possible, pupils should self-evaluate by identifying their own successes and areas for improvement. In addition, pupils may be asked to mark their work in pairs, to engender discussion about the work. Children may also be asked to assess their work using the 'traffic light system'.

Peer Marking/assessment

- Even the youngest children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set and displayed, such as listening, confidentiality and turn taking etc. (see Our Agreement on Marking Partnerships) Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children highlight evidence of success or write a comment(s) in another child's book in a purple polishing pen.

Success Criteria Checklists

- Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Learning Objective:	S/A	P/A	T/A
Adjectives are used			
Time connectives are used			

Quality Feedback Comments

- Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and next step areas for development against the learning objective and success criteria.

Purple Polishing Pens.

- Teachers should ask children to respond to questions about their learning: for example, 'which characters do you like most? Why?' Can you think of two more adjectives?' The teacher must write in their normal marking pen, and the child must respond in purple. This dialogue should be ongoing and purposeful. **'If a question is worth writing for a child, it is worth making sure every child is able to respond.'** Time is then given for the child to respond to the written prompt, thus enabling them to 'close/bridge the gap' and improve their work further.

Monitoring

- Marking and Feedback will be monitored at least termly by the Senior Leadership Team, subject leaders and governors and will form part of our annual monitoring cycle on Formative assessment and Assessment for Learning.

Review and Evaluation of the Policy

This policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.