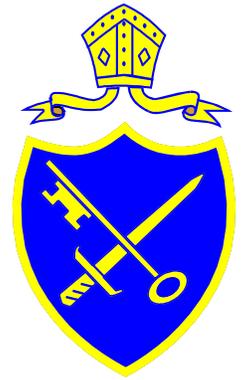


BISHOP WOOD C OF E JUNIOR SCHOOL

MARKING AND FEEDBACK POLICY



Rationale

At Bishop Wood C of E Junior School it is our intention to provide a consistent approach to giving children feedback concerning their work. Feedback to pupils is very important as it tells us how well they have done and what they need to do next in order to improve their work.

We recognise that assessment without good feedback may have little or no impact on the quality of learning. We want to encourage children to recognise their future learning needs. Consequently this will have a positive impact in raising achievement.

Aims and Objectives

Through having a consistent feedback policy we aim to:

- ✓ Highlight and celebrate children's successes by making explicit what they have done well.
- ✓ Indicate aspects of their work which need attention, improvement or further development.
- ✓ Show pupils what is valued by the teacher and the school and give them insight into the teacher's expectations.
- ✓ Prioritise immediate feedback as this is most powerful, orally or by other appropriate means if oral feedback is inaccessible to a particular child.
- ✓ Ensure feedback, oral and written, is selective and focuses on the learning objectives that were shared with the pupils giving advice and information that will support them in moving forward with their learning.
- ✓ Promote the idea that errors should be part of the learning process and should be used as a source of evidence for informing subsequent teaching and learning.
- ✓ To be effective and make a difference targeting individual needs should be linked to feedback. The chances of a personal target having an effect on achievement are greatly enhanced if pupils have been directly involved in developing or adapting it.

Guidelines

Sharing of marking criteria

During the lesson, the teacher must communicate the criteria for marking, which must relate to the learning objectives. Children need to understand the success criteria for achieving the learning objective. The children should record this

objective at the beginning of their work to indicate that this is the objective of the piece of work and that is what the marking of the piece will be based on. This may be in the title of the child's work.

Target Setting

Feedback will identify further targets for the child to achieve and this will be done in two different ways:

- ✓ Layered targets will be set for groups of children. These targets relate to repetitive mistakes that the child needs to address or areas for further development. The targets need to be SMART (Specific, Measurable, Achievable, Relevant, Time-related) and identify what a child MUST, SHOULD or COULD achieve. Usually only one target should be set at one time though where appropriate more than one can be set. A new target should be set when relevant or when the class teacher feels that the child has reached their target (as indicated by around five related successes.) Knowledge of the child should be used when judging this.
- ✓ Targets may be identified in pieces of work that are not ongoing pertaining to a specific type of writing that will only be achieved when the child carries out a piece of work at a later date. This may be at word, sentence or text level.

General Principles

- ✓ Marking will be constructive and positive wherever possible.
- ✓ Marking will follow on as quickly as possible after completion of the task.
- ✓ All staff will use a distinct pen for marking.
- ✓ The action the child should take will be clearly identified.
- ✓ Teachers will use a variety of methods to encourage a sense of pride in achievement, appropriate to the age within the classroom.
- ✓ Achievements in terms of effort and excellence are rewarded by means of certificates presented in assembly.
- ✓ Children who have excelled themselves in terms of effort or achievement in a particular piece of work may be sent to the Headteacher for a special certificate.

Written and Oral Feedback

- ✓ When possible marking should be done with the child present to allow them to get quick feedback about their work. Where oral feedback is given there is no need for the teacher to provide written comment as well. The work should be stamped, initialled or indicated with VF to show that feedback has been given.

- ✓ Written comments, where possible, should make reference to the learning objective and provide advice on future development. At the beginning of each session there must be opportunities for children to read comments and where appropriate for them to write their own comment in response.

Marking of 'Incidentals'

- ✓ Work to be published and final pieces of work need to be marked for spelling, grammar and punctuation.
- ✓ There are agreed symbols for marking and these should be displayed in each classroom.

Marking Codes

_____	Spelling mistake
sp	Spelling correction. Copy this word out three times.
^	Missing words
→	Arrow shows where this text needs to go
*	See this symbol at the end of the work for a comment.
()	These words do not need to be here.
//	Needs to be new paragraph
T	Look at your target
VF	Verbal Feedback given
??	I don't understand, please explain

Mathematics

- ✓ Work is marked with pupils wherever possible. We recognise that in order to manage the marking of this subject whole class or self marking is acceptable as appropriate but at all times this will be monitored by the class teacher.
- ✓ A variety of strategies will be used according to the type of work being undertaken. These include:
 - Work being marked
 - Comments being written where necessary
 - Oral feedback being indicated.

We consider it important for pupils to show their working in Maths, as credit can be given to partially correct answers. They also provide insight into the pupils thought processes. For these reasons we encourage the children to show their workings and carry out corrections without rubbing out their original attempts.

Science

- ✓ Science is marked with due regard for the learning intention. Teachers mark initially for process and factual scientific understanding and target key scientific vocabulary for spelling.

- ✓ Pupils are expected to present their work clearly and sequentially and comments are made accordingly.

Foundation Subjects are marked according to the same principle.

Consistency in Feedback

It is important that a feedback policy is consistent, making clear the information to pupils, staff and parents in a unified way. Consistency in feedback promotes a clear understanding of the expectations and quality of standards for all concerned. Therefore adherence to this feedback policy cannot be stressed too strongly.

How we monitor the quality of marking

The quality of marking is reviewed regularly by the Headteacher and Subject Leaders. The definition of what constitutes quality feedback is as follows:

Excellent Marking

- ✓ Assignments are always marked regularly and returned to pupils quickly.
- ✓ There is a clear link to planned learning objectives and marking provides a clear and detailed assessment of the pupil's learning.
- ✓ Pupils respond positively to the teacher's comments and are aware of their targets for improvement.
- ✓ Reference is regularly made to the level of attainment the pupil has achieved and they are able to clearly describe what they have to do to be able to achieve the next level in detail.
- ✓ Pupils use self-assessment techniques regularly.

Unsatisfactory and Inadequate Marking

- ✓ Assignments are not marked regularly.
- ✓ The link between planned learning objectives and marking is not clear.
- ✓ Teacher comments are unfocussed like "well done" and "good". Pupils do not respond effectively to this vague marking.
- ✓ Pupils are unable to describe what they have to do to be able to achieve the next level.
- ✓ Pupils are not engaged in assessing their own work.