

# NEWBOLD SCHOOL

## Feedback/Marking Policy

*Reviewed by J Crissey September 2017*

*Ratified by the Board of Governors, November, 2017*

### **Introduction**

All children are entitled to regular and comprehensive feedback on their learning. Teachers will therefore mark work and give feedback as an essential part of the assessment process.

### **Aims**

We mark children's work and offer feedback in order to:

- Show that we value their work and encourage them to do the same.
- Boost self-esteem and aspirations, through use of praise and encouragement.
- Give a clear general picture of how far they have come in their learning, and what the next steps are.
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them.
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge their understanding, and identify any misconceptions.
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- Provide the ongoing assessment that should inform future lesson-planning.

### **Principles of marking and feedback**

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in a contrasting colour.
- Green pen should be used to identify what went well/achievements and purple for identifying errors and/or next steps.
- The marking system should be constructive and formative. A useful formula is this: "praise, advice on improvement, more praise".
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- Marking will normally be done before the next lesson in that subject, although this

may not always be possible for longer pieces of work.

### **General advice to teachers**

- The best marking and feedback is without doubt the dialogue that takes place between the teacher and pupil while the task is being completed.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The main objective of marking and feedback is not to find fault but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right if they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used from time to time. (Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements).
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress each child is making, by highlighting successes and identifying the next learning points.
- Outstanding pieces of work by individual pupils (or groups of pupils) or work that shows marked improvement or a high degree of effort should be rewarded by referral to the Headteacher for awards and acknowledgement of achievement.

### **Standardisation of Marking**

From Years 1 to 6 staff follow a standardised system of marking to ensure continuity and to maximise pupil's interaction and potential for learning.

This policy's principles and practice have been agreed by the staff of Newbold School and monitoring and evaluation will take place periodically to ensure that it is applied consistently.

## **APPENDIX 1**

### **Newbold Marking Code for Key Stage 1 and 2**

Each piece of work should be given an overall response:

- \* Excellent
- Good**
- Adequate**
- Ø Unacceptable

Individual marking symbols:

- x wrong answer
- ✓ right answer or demonstration of learning
- // new paragraph
- e Capital letter
- sp spelling error
- P punctuation error
- ^ omission - missing words may be added by teacher
- S support given
- i Independent work (when support is usually given to this pupil)
- V Verbal feedback given
- gr grammar
- ⊙ Full stop required



