

# BYRON WOOD ACADEMY



## FEEDBACK & MARKING POLICY

<b>Date</b>	<b>July 2019</b>
<b>Ratified by Governors</b>	
<b>Review Date</b>	<b>July 2022</b>

# **BYRON WOOD ACADEMY**

## **FEEDBACK AND MARKING POLICY**

### **MISSION STATEMENT**

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

### **PRINCIPLES**

Marking and feedback should:

- Be manageable for teachers
- Relate to learning objectives, which need to be shared with children
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities.
- Take an impassive approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning intention.
- Respond to individual learning needs, marking face-to-face with some and at a distance with others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Use consistent codes throughout the school.
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark wherever possible.

### **STRATEGIES**

#### **Summative feedback/marking**

This usually consists of ticks and crosses and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

#### **Formative feedback/marking**

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the leaning intention and secondly, and in a whisper, on other features.

## **Quality marking**

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Where ever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. Focused comment should help the child in closing the gap between what they have achieved and what they could have achieved (e.g. What else could you say about the Prince? 'Say something about the Prince's personality,' Try one of these words: handsome, elegant, arrogant). With English narrative writing, codes can save time and make the feedback more accessible: to the child: highlight three things (maybe two or even one per child with younger children) which are best against the learning intention and put an arrow where improvement against learning intention could take place, including a 'closing the gap' comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful 'closing the gap' comments are:

- A reminder prompt (e.g. what else could you say here?)
- A scaffold prompt (e.g. what was the dog's tail doing? The dog was angry so he..., 'Describe the expression on the dog's face')
- An example prompt (e.g. choose one of these or your own: He ran round in circles looking for the rabbit/the dog couldn't believe his eyes)

## **Secretarial features.**

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space at a time. When work is finished, ask children to check for things they know are wrong in their work when they read through it. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

## **Self marking**

Children should self evaluate where possible. Children can identify their own three successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

## **Shared Marking**

Using one piece of work from a child in another class to mark as a class, using OHP, at regular intervals, models the marking process and teaches particular points at the same time.

Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

## **Paired Marking**

Before ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking should not be introduced until Key Stage 2, unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) Should be decided, then put up as a poster.
- Children should, alternately, point out what they like first, holding the highlighter pen, and then suggest ways to improve the piece, but only against the learning intention and not spellings, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.
- Pairings needs to be based on someone you trust-best decided by teacher
- Pairings can be either ability based or mixed ability. The children need to assess against the success criteria.
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each others work together (e.g. i think this bit really shows how that character feels, what do you think?)

## **Organisation**

- Where possible, children should be encouraged to self-mark.
- Set less work, especially in literacy and mathematics, so that time can be allowed to go through work and mark as a class.
- Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers. Use codes against learning objectives wherever possible.
- When work has been distance marked, time should be given for children to read and then make one focused improvement based on the improvement suggestion (linked with the arrow when codes are used).In order for the marking to be formative, the information must be used and acted on by the children

Date agreed:

Date reviewed:

# Appendix 1

## Marking codes

Significant learning	SL
Group work	G
Independent work	I
Supported by teacher / TA	S
Verbal feedback given	VF
If WALT achieved	Tick the WALT
Comment for improvement	*
Self & peer assessment	Coloured pencil

- 1) Teachers to mark in blue.
- 2) Marking codes to be used from F1 where appropriate.
- 3) Recorded self & peer assessments from Y1.