



Holy Trinity Church of England (Aided) Primary School

Policy Statement

Marking and Feedback

The Best for Every Child - a Unique Child of God

At Cookridge Holy Trinity Church of England (A) Primary School we serve the community by providing a happy, secure and caring Christian environment where all are valued and respected. We pride ourselves on being friendly and welcoming. We believe in the uniqueness of the individual as a child of God and recognise the range of contributions that each can make.

We provide for the spiritual, emotional, physical, mental and social development of the whole child, as a child of God. We seek to foster self-esteem and instil a sense of responsibility to others and the world around them through the teaching of our Christian Values.

We are committed to the pursuit of excellence, and the school curriculum aims to offer all children a broad and balanced, relevant and differentiated curriculum which provides consistency and continuity of teaching throughout the school, enabling every child to maximise their potential.

We work in partnership with parents, the local church, the wider community and other schools to provide an education of the highest quality.

Written by: Teachers
Date: 2018
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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 learning gap between current and desired performance.

We also believe it is important to create an environment where our children and everyone in our school community feel they can make contributions, be they oral or recorded, whether they are right or wrong and to feel secure enough to be prepared to fail.

Principles

Marking and feedback should:

- Be accessible to children.
- Be seen by children as positive in improving their learning.
- Be manageable, meaningful and motivating.
- Give clear strategies for improvement.
- Inform future planning and individual target setting.
- Encourage and teach children to self-mark wherever possible.
- Use consistent codes throughout the school.
- 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.
- Allow specific time for children to read, reflect and respond to marking and also,
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities.
- Take an approach, where attainment is based on that person's ability, within the context of marking towards the learning objective.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.

Strategies

Summative feedback/marking

This consists of red ticks and other symbols from our mark scheme and is associated with closed tasks or exercises.

Formative feedback/marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and secondly to remind the pupil with regard to other features.

Quality marking

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

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both success and improvement needs against the learning objective. Focused comment should help the child in 'closing the gap' between what they have achieved and what they should 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 writing, codes can save time and make the feedback more accessible to the child- see attached sheet. 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 **scaffolded** 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 always be the main marking focus in every piece of narrative writing, because children cannot effectively focus on too many things at one time. When work is finished, ask children to check for things *they know are wrong in their work* when they read it through. They should not be told to correct all spellings but should make good use of dictionaries and thesauruses in the editing process (see attached codes on mark scheme).

Only give children feedback about those things you have asked them to pay attention to.

Independent Editing

ARMS and COGS are used in school to enable children to independently edit and proof read their work (ARMS Add Remove Move Substitute, COGS Capital letters/full stops Organisation Grammar Spelling)

Children should self-evaluate wherever possible (using green pen in KS2). Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Paired marking / Response marking

Children should sometimes be asked to mark narrative work in pairs (using green pen in KS2). 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.
- Children should, alternately, point out what they like first and then suggest ways to improve the piece, but only against the learning objective.
- Pairings need to be based on trust (sometimes the teacher needs to decide).
- Encourage a dialogue between children. They should discuss each other's work together – e.g. two stars and a wish (e.g. *'I think this bit really shows how that character feels, what do you think?'*).

Organisation

- Time should be regularly be planned in to allowed the children to reflect and respond to previous marking.
- Where possible, children should be encouraged to self correct.
- Children need to have some feedback, whether it is oral or written, but flexibility is important.
- Distance marking should be accessible to children and manageable for teachers. Use the agreed codes (see 'Formative feedback/marking' paragraph).
- In order for the marking to be formative, **the information must be used and acted on by the children.**

Marking and Feedback



Next steps



Vocabulary: choose a better word



Wrong case (upper/lower) / missing punctuation



Spelling mistake - I've shown you the correct spelling, now write it out 3 times



Spelling mistake - you can correct yourself. Then write it out 3 times



Verbal feedback given

ARMS

for editing

Add

Remove

Move

Substitute



COGS

for proof-reading

Capitals/full stops

Organisation

Grammar

Spelling

