

## **BRIZE NORTON PRIMARY SCHOOL**

### **MARKING AND FEEDBACK POLICY**

This policy was adopted by the Governing Body on 20th September 2012 following consultation with staff.

Review Date Planned	Review Date	Date adopted by Governing Body
By 31st August 2015		

#### **Philosophy**

"Good doesn't help much – he's just saying that it's not really very good. I'd like it if he just told me the truth." Year 3 child, the LEARN project 2000.

At Brize Norton Primary School, we believe that marking and feedback is an essential element in learning. Marking and feedback is effective when children are made to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

#### **Aims**

Marking and feedback should:

- Celebrate children's successes, demonstrating that their work is valued.
- Provide meaningful feedback to the child.
- Stimulate correction of errors or improvement in a piece of work.
- Encourage children to become independent learners, self evaluating their own and other's work.
- Develop a culture of continual improvement.
- Assist in the assessment of a child's performance, providing a record of achievement for teachers and parents.

In addition to this marking and feedback should:

- Be consistent across the whole school.
- Relate to the learning intention or success criteria agreed at the start of a lesson or series of lessons.
- Support the achievement of individual curriculum targets.

#### **General Guidelines**

Children should always be made aware of the assessment criteria the teacher is using to mark the piece of work at the start of the lesson. Learning intentions and success criteria should be shared or devised with the children and teachers should give feedback about how well individuals or groups have done based on these criteria.

Feedback and marking may fall into three categories:

1. Continuous oral classroom feedback – this will be to the class, groups or individuals during the course of a lesson with reference to the learning intention and success criteria. Other comments may be made to individual children during the course of a lesson that do not relate to the learning intention but may be part of a child's individual target e.g. to use capital letters accurately.
2. Marking orally – this will be more typical in the Foundation Stage and Key Stage 1. Teachers will mark with the child present against the learning intention and success criteria giving positive feedback and offering ideas for a 'closing the gap' improvement.
3. Marking at a distance – this method will be more widely used in Year two to six but introduced in Year one to establish an expectation that we review and improve our work.  
Marking at distance may take different forms:
  - Acknowledgement marking – with very little detail. Here a tick is sufficient.
  - Cloze marking – when there is a right or wrong answer, (this marking is possible using peer group partnerships and response partners during lessons.)
  - Quality marking – where successes are highlighted and an improvement suggested.

#### **Improvement (Closing the Gap) Marking**

Whether marking orally with the child or at distance, the teacher will identify two successes where the child has reached or exceeded the success criteria (where they are tickled pink). These successes are highlighted in the child's work in pink. Tickled pink successes may also relate to the child's long term targets.

In addition to highlighting the successes, the teacher will identify one area for improvement linked to the success criteria. This improvement should be specific and easily understood by the child. The area in need of

improvement is highlighted in green (green for growth). A 'closing the gap' improvement comment is then added to the work. The improvement comments generally fall into the following categories:

1. Elaborating and extending (tell us more...)
2. Adding a word or sentence (how would you describe?)
3. Changing the text (finding a better word)
4. Justifying (why?)

Work should be marked and returned to children as soon as possible and is practical so that corrections and improvements can be made.

All marking should be written in a pen colour different to that used by the children. Teachers can use reward stickers, stamps and point systems for rewarding work of a high standard or for good effort.

### **Marking handwriting, punctuation and spellings**

At Brize Norton Primary School we have the highest expectations for children's writing. We recognise that it is essential to comment on handwriting, punctuation and spelling when marking a child's piece of work.

#### **Spelling:**

A yellow highlighter used to identify no more than 4 spellings to be corrected (this forms an additional action point to the green for growth). Children correct these spellings at the bottom of a piece of work as they do with other improvements.

- Good spellers – simply highlighted and they have to find the correct spelling in dictionary. Also could highlight 2 and they have to find 2 other errors with a response partner.
- Emerging spellers – highlight the words and provide them with the start of a word e.g. s p \_ \_ k. The children are then expected to use a dictionary to find the missing ending or tricky bit.
- Weaker spellers – give the correct spelling for them to practise using look, cover, write and check.

#### **Handwriting:**

Continual feedback should be given to individuals regarding their handwriting. Teachers should mark handwriting against the agreed school handwriting policy. Most often feedback will be oral to the class, groups and individuals but at times a handwriting comment may be appropriate and a child may be asked to rewrite a section of work to show improvement.

#### **Punctuation:**

In all written work teachers will respond to children's errors in punctuation as this will often form part of a child's writing target. Children of all ages will be expected to correct punctuation errors relative to age and stage of development.

When the writing is for a special purpose e.g. for display, all aspects will be marked for accurate presentation.

### **Mathematics**

Errors should be dotted and an individual comment may be appropriate with an action comment or modelled example.

In Key Stage 2 children are encouraged to self-assess their own work against the agreed success criteria. Children are expected to revisit corrections as directed by the class teacher.

### **Self and Peer Marking**

Opportunities are planned to allow children to self and peer assess their learning against the learning intention and success criteria, and targets. Response partners may be used in this way. The children are asked to identify the extent to which they feel they have met the success criteria during at the end of a lesson/piece of work.

When children are identifying their own or other's successes and improvements, they should use an age appropriate method whether orally or in writing.

### **Foundation Stage and Key Stage 1**

In the Foundation Stage and Key Stage 1, teachers will generally give oral feedback to children and when written marking is appropriate it will be carried out within the presence of the child. Children are given time within the lesson to make 'closing the gap' improvements.

### **Review and Evaluation**

This policy was drawn up by the Assessment co-ordinator working in consultation with the staff. Its implementation is seen as the responsibility of the whole staff and monitoring is the responsibility of subject leaders and all staff.