

ENNISKILLEN MODEL PRIMARY SCHOOL



MARKING & FEEDBACK POLICY

Revised April 2017

“Pupil’s work is marked regularly and consistently in ways which highlight the strengths and give feedback on what the pupil needs to do in order to improve”.

(Together Towards Improvement, Assessment Indicators)

Foreword

At Enniskillen Model Primary School, we believe that high quality, consistent marking and feedback enhances learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

The importance of marking children's work cannot be underestimated. It is the most effective assessment tool. Marking pupils work is not only a way of finding out what they can do; it also shows them what they can do to improve their work. The outcome of marking should have maximum effect on pupils' progress.

Content of this policy

1. Aims of the Policy
2. Marking Guidance
3. Forms of Marking and Feedback
4. Marking Symbols and Codes
5. Helpful Everyday Questions
6. A Guide for Parents

“Effective practice is demonstrated when-

Teachers continually monitor the children's understanding and provide high quality feedback to ensure the children have an accurate understanding of their progress and what they need to do to improve.”

(Effective Practice and Self Evaluation Questions for Primary – January 2017)

1. Aims

1. To provide accessible and understandable feedback, both verbal and/or written to improve the quality of children's work in the context of the learning intentions.
2. To boost children's self-esteem and aspirations by providing opportunities for children to progress towards self-evaluation through involvement and shared learning goals and become independent learners. To highlight places where children have successfully met Learning Intentions and Success Criteria.
3. To involve pupils in self and peer assessment, to engage them in their own learning and to realise their own learning needs and goals through self-evaluation and reflection of their work.
4. To acknowledge the efforts and achievements of pupils and to provide pupils strategies for improvement.
5. To establish a coherent, consistent approach to marking by all who are involved in giving feedback and marking pupils' work.
6. To facilitate effective communication between teacher, pupils, peers and parents, and use this to monitor and assess progress that will shape and direct future planning at all levels. Marking of homework allows parents to see how children are engaging in the learning process.
7. To provide a basis both for summative and formative assessment and inform individual tracking of progress.
8. To ensure that the Marking and Feedback policy is a manageable and relevant system as part of the learning, teaching and assessment cycle.

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the student; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning.”

(Dylan William, Embedded Formative Assessment)

2. Marking Guidance

- All areas of study (as relevant) are marked in a positive and constructive manner, and should take place as soon after the work has been completed. Negative comments are worded carefully to promote future learning. They should avoid using abbreviations or slang, (e.g. fab). There is no standard colour for the marking of children's work. Careful and clear marking is deemed more important.
- Literacy and Numeracy work must be marked after each lesson to inform next steps. Non-core areas should be marked and returned before or during the next session of that subject. Long-term projects can be marked on completion.
- Although all work is to be acknowledged, written comments are not required on every piece of work, but when written they are always appropriate to the child's age, knowledge and understanding. Comments may also invite a response from the child in both a verbal or written form.
- When possible, the teacher will mark with the child, closely observing, interpreting and making judgments about the learning that has taken place, (these observations may shape future planning). Teachers will use their professional judgement to select which pieces of work will be marked in more depth with comments/prompts to help 'close the gap' or extend the children's learning.
- Teacher's comments should relate to the learning that has taken place (WALT), targets, effort, skills and presentation. Pupils should be made aware of the 'focus' of the marking at the beginning of the lesson (WILF). These should be evident on IWB and/or on worksheets or in written in book.
- Children are encouraged to become independent learners and through self and peer assessment, focusing on learning intentions and success criteria that provide the evidence of having met the learning intentions.
- From P5-P7 children are involved in some swop marking during closed tasks or an exercise when the answers are simply right or wrong. Children are encouraged to put a • beside an incorrect answer. All this work is scanned, checked and signed by the class teacher, (colouring pencils are recommended for children to mark in, no pens highlighters or felt tips).
- A wide variety of positive reinforcements are encouraged – ink stamps, stickers, homework vouchers, certificates etc. This fosters motivation by emphasising progress and achievement rather than failure.
- Grades and percentages are not used to mark children's work, although are used in daily and weekly spelling and number fact tests.
- Parents are made aware of the School's Marking and Feedback Policy through class letters, introductory meetings and parent interviews.

- Parents are encouraged to put a • beside work that had to be corrected and indicate where a child had difficulties with their homework (i.e. a brief comment at the bottom of the page or homework diary).
- ASSISTANTS AND MARKING – TEACHERS OVERVIEW and CHECK (Assistants sign work marked)

Literacy <i>(Predominantly in relation to specified learning intentions and success criteria set out for lesson or unit of work.)</i>	
Reading	<ul style="list-style-type: none"> • Most of the marking in this area is oral. • Comments on reading activities relate to the child’s understanding of text. • Evidence of progress being made through – End of Key Stage levels, standardised test scores are recorded on class/individual record sheets.
Writing	<p><u>Grammar</u></p> <ul style="list-style-type: none"> • Mistakes are underlined, circled or dotted. • Corrections are written out again in Key Stage 2 (re-drafting). • Swap marking is carried out in P5-P7 classes. • When a lot of children have a problem in one area this may be addressed with the whole class at the beginning of the next grammar lesson. <p><u>Creative Writing</u></p> <ul style="list-style-type: none"> • Teachers mark for creativity, encouraging originality and spontaneity. • Children are encouraged to use the “Have a Go” approach to spelling. • In Foundation Stage and Key Stage 1, classes operate with a small “focus group” that they concentrate on in each lesson where possible. • When a child is forming letters incorrectly they may be asked to practise that letter at the bottom of their page. • Foundation Stage and Primary Three teachers use classroom assistants effectively to closely monitor letter formation. • P4 and KS2 teachers concentrate on letter formation and joined writing. • Handwriting and presentation are often commented on in all areas of the curriculum. • 2 Stars and a Wish <p><u>Spelling Tests</u></p> <ul style="list-style-type: none"> • Corrections are highlighted with a dot • • Corrections are written out <u>four</u> times in spelling book or homework diary. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Children are encouraged to answer in full sentences. • Comments in this area often concentrate on meaning and structure. • A lot of marking is carried out by observing children’s oral responses at the beginning of a lesson.
Talking and Listening	<ul style="list-style-type: none"> • Most marking in this area is oral feedback. • Marked through observation during circle-time or class discussions. • Effective use made of classroom assistant to report back to the teacher on children’s Talking and Listening skills. • Evidence retained through end of Key Stage results.

NUMERACY

(Predominantly in relation to specified learning intentions and success criteria set out for lesson or unit of work.)

Corrections

- beside an incorrect answer
- 0 on an error in a computation
 - In **Key Stage 1** incorrect answers are rubbed out and the correct answer is written in its place.
 - In **Key Stage 2** there is no rubbing out of incorrect answers. A correction is written at the bottom of the page or adjacent to the mistake.
 - Time is given where appropriate to discuss the corrections with the pupil. This involves teacher and children in reflection, dialogue and decision making.
 - Corrections do inform and direct future short and long term planning.

All Other Areas of Learning

Marking may include the following

- Teachers mark for creativity
- Handwriting and presentation are often commented on in all areas of the curriculum.
- Group work – presentations to the whole class, verbal comments from the teacher.
- Comments may take the form of a question, inviting the child to respond and therefore checking understanding.
- OPTIC Approach used – Observe, Predict, Test, Investigate and Communicate. Teacher may feedback on the child's ability to complete the OPTIC approach.
- Oral feedback – asking children to explain what they are doing and encouraging them
- Class displays – highlighting positive points. Children observing and evaluating their own performances/work.
- Praise and encouragement foster creativity.
- School scrapbook retained to celebrate achievements and samples of work
- Class competency sheets ticked to ensure all skills covered.

3. Forms of Marking and Feedback

We use 3 main forms of marking and feedback.

1. Oral Feedback

We recognise the importance of children receiving regular oral feedback. This allows children's understanding to be checked, corrected and extended. Children of all ages receive oral feedback, but this is particularly important in the Foundation Stage where children may be unable to read a written comment.

2. Written Marking and Feedback
Summative Feedback and Marking

This usually consists of tick and dots for corrections and is associated with closed tasks or exercises where the answer is either right or wrong.

3. Formative Marking and Feedback

We use this in relation to the learning intentions and success criteria and related to whether it has been reached as well as providing a structure for future progress. Areas where learning intentions have been met are acknowledged and identification of how work could be improved (in relation to the learning intentions and success criteria). Comments are focused and should give strategies for improvement to help the child to 'close the gap' (Shirley Clarke) between what they have achieved and what they could have achieved.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked, time is planned in future lessons for the children to read the comment and make improvements or respond to these comments when marking in a more in depth or greater detail.

Pupils should be given opportunities to comment on their own and others work. The skills of responding to feedback must be explicitly taught and pupils must be given time to respond so that they can make focussed improvements.

Improvement prompts which will make in depth marking more effective may include-

- Reminder Prompts – *reiterates the learning objectives*
- Question Prompts – *encourages children to think further*
- Scaffolded Prompts – *suggestions made by the teacher about what could be written and given back to the child*
- Modelling Prompt – *models possible improvements*

Marking may be completed by

- ✓ Teacher alone
- ✓ Teacher alongside child
- ✓ Child alone (self-marking and self-assessment)
- ✓ Other children (swop marking and peer assessment)
- ✓ Classroom Assistant
- ✓ Supply teacher (*Must be signed and dated*)

4. Marking Symbols/Codes

Symbol/Code	Meaning
●	Incorrect work
//	New Paragraph
. , ? ! “ ”	Missing Punctuation
?	In the margin – Reread and try again
^	An omission
✓	Correct
h	Incorrect letter case or punctuation will be altered.

5. Helpful Everyday Questions (Shirley Clarke 1998)

For teachers

- Do I vary my marking styles?
- Do I over use the same comments?
- Do I model expectations?
- Do I use positive statements?
- Do I indicate future needs?
- Do I set targets and help children to know what they need to do next?
- Do I encourage pupils to self-assess?
- Do I involve children, parents and peers in the marking process?

For children

- Do you know your next steps/targets?
- Why do teachers mark work?
- What sort of things make the teacher think your work is good?
- How do you know the teacher is not happy with your work?
- What sort of marking do you find helpful?

6.A Guide for Parents

Effective marking will have a positive impact on pupils and parents. It is important that both parties know why and how we mark and are given guidelines to help and be involved in the process. Parents may wish to know that we do correct every mistake but often concentrate on specific criteria.

Guide for parents

Why we mark?

- To make the children aware that they have succeeded
- To encourage progress
- To help direct future learning
- To provide a constructive discussion and so promote teacher/pupil partnership
- To raise standards

How do we mark?

- Verbal comments are particularly valued by the children because they are personal to them
- Symbols give immediate feedback to the children
- Written comments which relate to the learning intentions and success criteria set by the teacher

You will notice that not every mistake is corrected. This is because we concentrate on specific areas of learning at any one time.

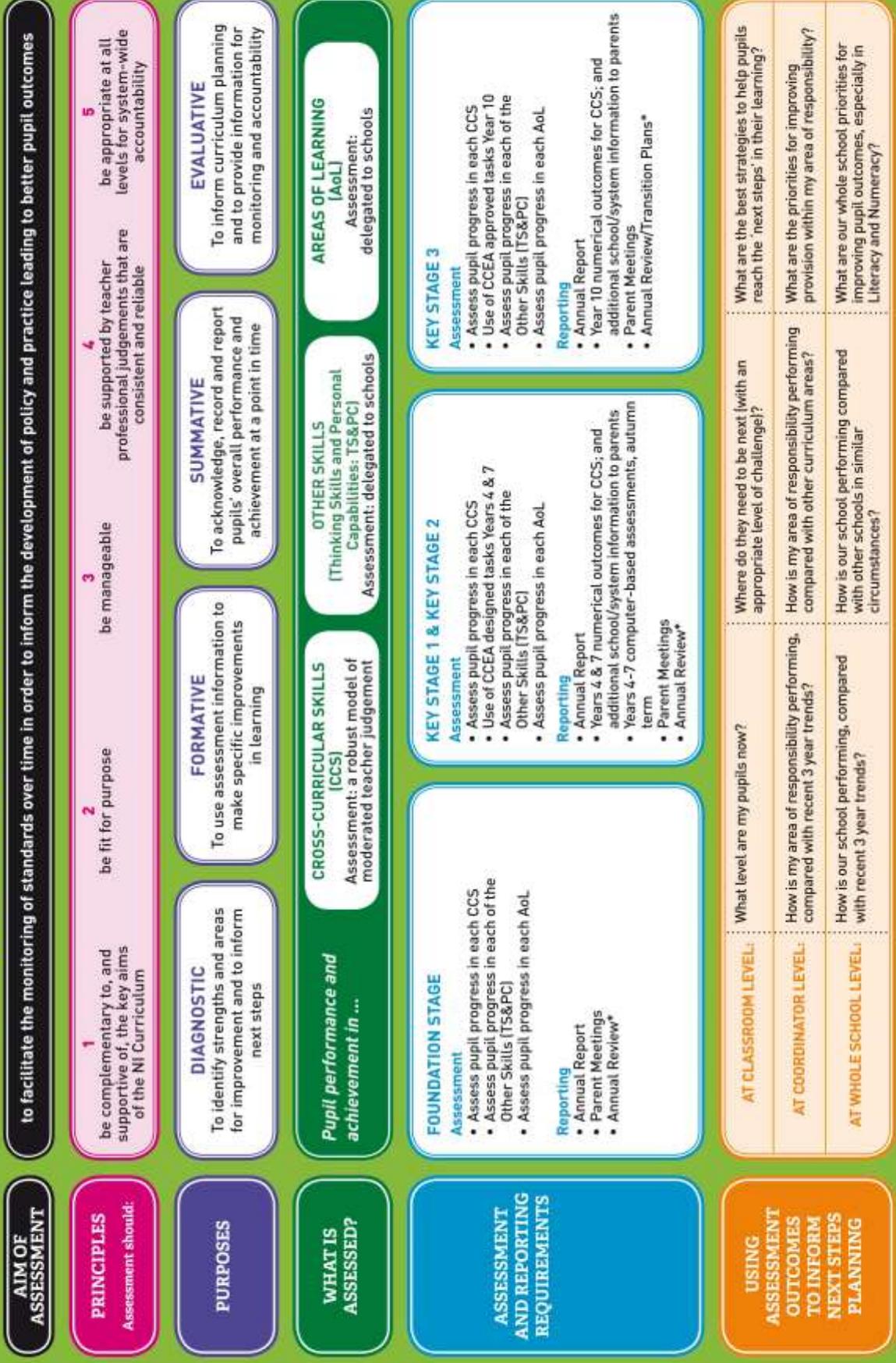
How can you help your child?

You can do this by

- Sharing an interest in your child's work
- Help them focus on the task set
- Encouraging them to read the comments and to use them as a guide for improvement

We believe the most important aspect of marking is informing the children whether they have met the target of the lesson/s and if they have no they are told how to improve their work and to understand the progress they are making.

THE BIG PICTURE OF ASSESSMENT AND REPORTING



* EDUCATION (NORTHERN IRELAND) ORDER 1996 Code of Practice on the Identification and Assessment of Special Educational Needs: 1 September 1998