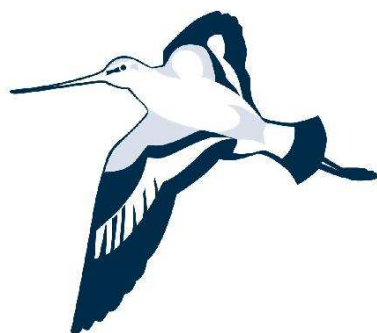


Woodfall Primary School

Feedback & Marking Policy

September 2014



In Consultation with		
Date Agreed	Name	Position
	Helen Hough	Headteacher
	Duncan Haworth	Chair of Governors
Date for Review:		

CONTENTS

Section

- 1.0 Overview
- 2.0 Aims
- 3.0 The Key Characteristics of Assessment for Learning
 - 3.1 Explicit Learning Objectives
 - 3.2 Success Criteria
 - 3.3 Questioning
 - 3.4 Feedback
 - 3.5 Marking
 - 3.6 Quality Marking
 - 3.7 Marking and Feedback in the Early Years Foundation Stage

1.0 OVERVIEW

“Assessment for learning” (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there.” J. Rowe, 2007.

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. At Woodfall we want all children to make good and better progress and develop positive attitudes to their learning.

The following policy outlines the key issues that ensure the teachers and children at Woodfall Primary School achieve high standards and have ownership over the learning and teaching that takes place.

2.0 AIMS

To establish a broad, consistent approach to the way learners’ work is marked, so that pupils feel valued and have a clear understanding of how well they are doing.

The intention is for AfL to occur in lessons every day. The way teachers mark and give feedback to pupils is central to the AfL process.

3.0 THE KEY CHARACTERISTICS OF ASSESSMENT FOR LEARNING

3.1 Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Children should know the learning objective as this gives a focus and it enables children to review their own progress. These objectives will focus on the learning and not on the activities.

3.2 Success Criteria

Developing success criteria will provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. These can be generated by teachers or the pupils themselves.

3.3 Questioning

We use questioning in a variety of ways. The key purpose is to develop learning and extend thinking. Allocating time to frame key questions will enable teachers to build up knowledge and information about the children’s understanding and misconceptions. ‘Thinking time’ is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussions and misconceptions can be dealt with more effectively.

3.4 Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers' feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive. The forms of feedback to be used are oral, written, self assessment and peer assessment.

3.5 Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment.

Marking must:

- Be manageable for the teaching team and accessible to the children
- Relate to the learning intention
- Involve the teaching team working with the children
- Give recognition and praise for achievement and clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking where appropriate
- Respond to individual learning needs taking opportunities to mark face to face where appropriate
- Inform future planning
- Use consistent codes within Key Stages
- Ultimately be seen by children as a positive approach to improving their learning

3.6 Quality Marking

In depth marking will be completed at least twice a week in Maths and Literacy. Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

Key Principles and Guidance:

- Marking is only of value if comments are read and responded to
- The written comments made by the teacher may be written in any colour (as long as it is different to that used by the pupil)

- Work marked by someone else, other than the class teacher should be initialled
- Mark against pre-written success criteria
- Highlight examples of where the child has met the learning intention and indicate this in comments
- Include next steps that will challenge the child's learning and extend their thinking
- Spelling, punctuation and grammar need not be marked in every piece of work
- All marking should be positive, informative and constructive
- Maths and other closed tasks should be marked with a tick and a dot (.) put next to an incorrect answer
- Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work
- Children should evaluate their own work using the traffic light system and smiley faces

3.7 Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal praise
- Stickers and stamps
- Written annotations
- Short and narrative observations (written)
- Oral dialogue with pupils