

Cavendish Primary School



Marking and Feedback Policy

Spring 2006

Updated Autumn 2009

Marking and Feedback Policy

Introduction:

At Cavendish School we believe that marking should provide a constructive feedback to every child. It should focus on the child's success and improvement needs against learning intentions. All children should be encouraged to become reflective learners and to close the gap between current and desired practice: sometimes this will be done through marking and sometimes through oral feedback, either individually or whole class.

Principles:

Marking and feedback should:

- ◆ Be manageable for the teachers;
- ◆ Relate to learning intentions which have been shared with the children;
- ◆ Involve all adults working with the children in school;
- ◆ 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;
- ◆ Take account of the child's previous level of achievement;
- ◆ Respond to individual learning needs, marking face to face with some and at a distance for others;
- ◆ Inform future planning and individual target setting;
- ◆ Be readily understood by the children;
- ◆ Use consistent codes throughout the school;
- ◆ Be seen by the children as positive in improving their learning;
- ◆ Encourage and teach children to self-mark wherever possible.

Strategies:

Summative feedback / marking

This will usually consist of ticks and correction marks and is associated with closed tasks or exercises. Wherever possible, children are asked to self-mark or the work is marked as a class or in groups.

The following points are relevant to summative marking:

- ◆ Not all spelling mistakes will be identified. The maximum will vary depending on the age and ability of the child. At Key Stage 1 the

maximum is three. Too many mistakes identified can be demotivating.

- ◆ Children are expected to correct some mistakes: particularly in spelling and number work.
- ◆ The school marking code is applied.
- ◆ Marks are recorded in a positive way i.e. the number of correct answers in a maths test should be recorded, not the number wrong.
- ◆ The children will know before they start a piece of work what features the teacher will pay particular attention to when marking.

Marking Code

The school marking code includes the following:

VF	verbal feedback given
Sp (and / or word underlined)	Spelling mistake
C	Correction required
P (and / or error circled)	Punctuation error
G	Grammar and word usage
?	Doesn't make sense
//	Paragraph
^	Omission
TA	adult support given

Formative feedback / marking

With oral feedback, in the course of a lesson, teachers' comments to children focus firstly on issues about the learning intention. Comments about aspects of presentation, spelling and punctuation in lessons which are not directed specifically at these issues are dealt with quietly and discreetly with individual children. Children have individual target booklets for literacy and numeracy that are regularly reviewed, at least half termly, and updated when the target has been achieved.

Success Criteria marking:

Not all pieces of work can be success criteria marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. **At Cavendish teachers choose one piece of work each week to quality mark against success criteria.** The teachers should identify in their weekly planning which piece of work to success criteria mark and what the success criteria should be.

In quality marking the emphasis is on both the success achieved 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'*).

When marking, staff highlight three things (maybe two or even one with younger children) which are a best fit against the learning intention and put a wavy line where improvement against the learning intention could take place, including a 'closing the gap' comment. Codes can save time and make the feedback more accessible to the child. Where codes are inappropriate, success and improvement are 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 are not emphasised for every piece of writing because children cannot effectively focus on too many things at once. When work is finished the children are asked to check for things they know are wrong in their work when they read it through. They are not told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

Feedback is only given about those things the teachers have asked the children to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Self-marking

Children are asked to self-evaluate wherever possible. Children can identify their own three successes and look for improvement points. The plenary session can then focus on this process as a way of analysing the learning.

Shared marking

An anonymous piece of work from a child may be used to mark as a class, using the OHP, visualiser or scanner. This models the marking process and teaches particular points at the same time. Sample pieces of work from other sources (e.g. Test Base) may also be used.

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

Paired marking

Before the end of lessons, children may sometimes be asked to mark work in pairs. The following points are important:

- ◆ Paired marking is introduced towards the end of Key Stage One, unless teachers feel that younger children are particularly ready for this.
- ◆ Children need to be trained to do this, through modelling with the whole class.
- ◆ Ground rules (e.g. listening, interruptions, confidentiality, etc.) need to be established with the class.
- ◆ Children may be asked to alternatively 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 is followed, to avoid over-criticism.
- ◆ Pairings need to be based on someone you trust – best decided by the teacher.
- ◆ Pairings are generally ability based.
- ◆ A dialogue between children is encouraged rather than taking turns to be the teacher. They should discuss each other's work together (e.g. 'I think this bit really shows how the character feels, what do you think?')

Organisation:

- ◆ Where possible, children are encouraged to self-mark.
- ◆ Time is allocated towards the end of lessons to mark with the whole class or in pairs.
- ◆ Marking codes are used whenever 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

Anne-Marie Inwood

Spring 2006

Reviewed and updated Autumn 2009