



Stewart Headlam Primary School

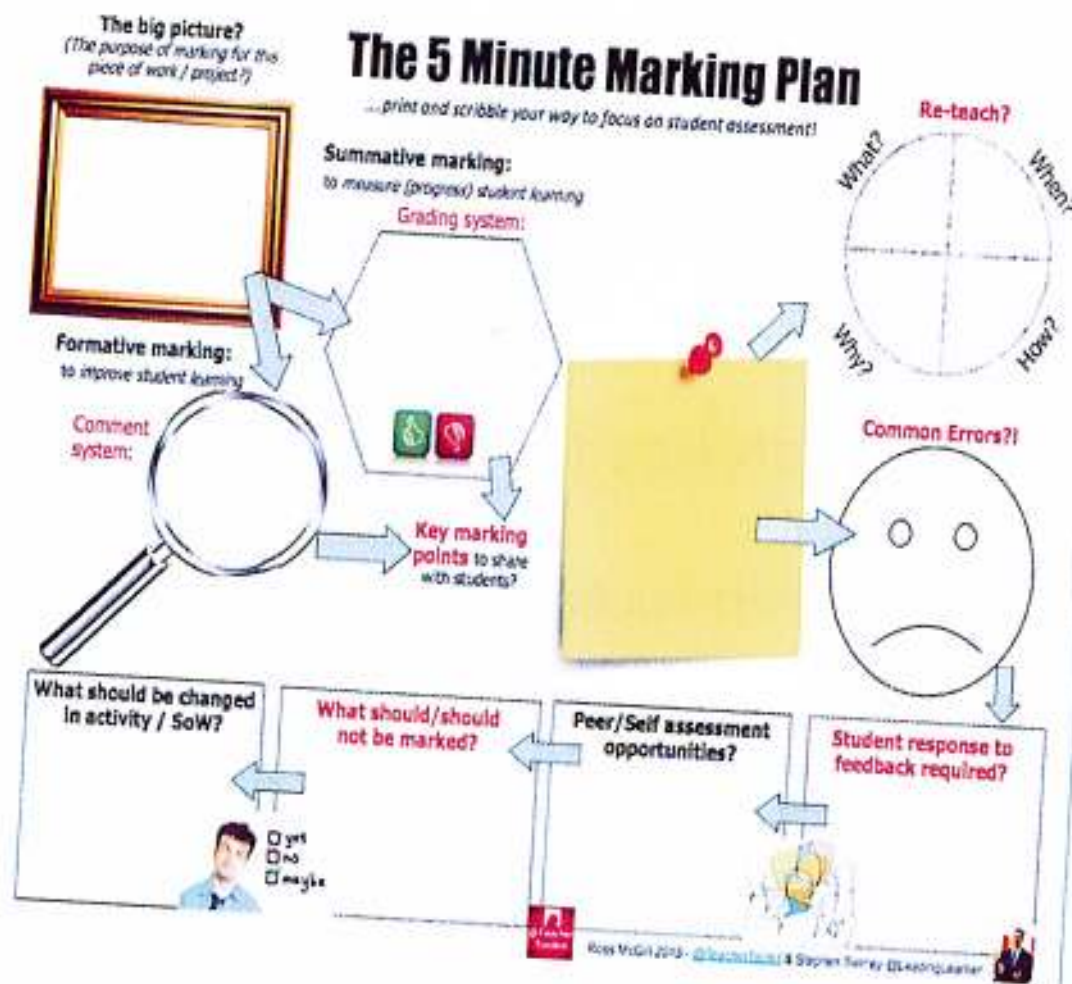
Feedback and Marking Policy

Review Date: February 2017

**January 2015 Cathy Gillespie/Nilufar Chowdhury
Governors: Mujibur Rahman**

Chair of

It is important to think and question!
 Take a look at the visual it may support you in the thinking behind how learning is going to be organised and how you want to communicate the review of the learning experience.



Why do we mark children's work?

- To make an assessment of children's achievement so far.
- To help us decide what children need to do next to move forward in their learning.
- To share with children what they are doing well and what they need to do next.
- To check whether children are taking our suggestions on board and making progress.
- To show that we value children's work and encourage them to do the same.

There are a number of different audiences for marking:

- The children
- Teachers and colleagues
- Parents
- Governors
- Inspectors

General guidelines:

- Comments should be clear and legible.
- All pieces of work will be marked in some way.
- All marking should be dated and initialed by the teacher.
- Indicate when support has been given (TA/teacher support, independent/group activity)
- Time needs to be given for children to reflect on marking and respond to it.
- When work is marked with a child, teachers should indicate this.
- When working with a focus group, teachers will mark in greater depth.

The Format of Marking Across the School

We recognise that children will need different types of feedback and marking as they progress through the school. Therefore, phase teams follow the guidelines that are set out below.

Early Years Foundation Stage

All teachers, TAs and Nursery Nurses are responsible for undertaking observations and giving feedback to children. Their focused notes are used to complete profile records for each child. Although most feedback is oral, written comments are used to identify significant learning and are used as the basis of conversation between adult and child to extend learning opportunities. All written feedback must be dated, initialed and describe the learning that has taken place. Where possible, the child's comments are also included.

Key Stage 1 and 2

All pieces of work in Literacy and Numeracy lessons must be marked. When working with a focus group, teachers should mark deeply, providing scaffolding comments and prompts for improvement. Teachers should aim to use 'Three stars and a wish' as often as possible.

Comments must recognize what the child has done well, often linked to the success criteria of the lesson, as well as identifying improvement points/next steps (such as; I really like the way you..... Well done you remembered to..... Try to use a more interesting sentence opener etc. Further examples can be found in the appendix to this policy).

When children have worked independently, teachers should tick and initial work unless their professional judgment indicates otherwise (e.g. if something is wrong or if a piece of work is particularly good).

Time is built into daily Literacy and Numeracy lessons so that pupils can respond to marking comments and make any suggested amendments to their work.

When marking other subjects teachers should tick (unless the work is wrong and this needs to be acknowledged), and initial the work.

Marking format for topic work

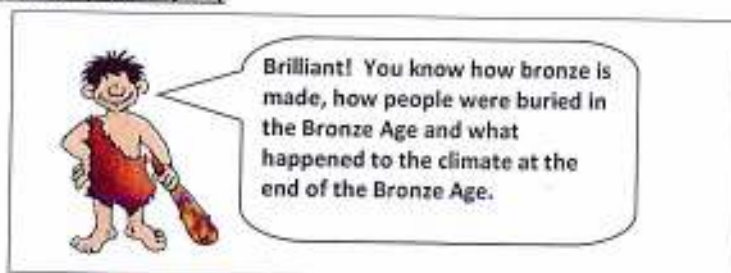
All work from topic sessions will start with an assessment strip showing the learning intention and success criteria (knowledge and skills) which is to be stuck in topic books.

Assessment strips (Example)

Learning Intention	Skills and Knowledge (SC)	Pupil Assessment	Teacher Assessment
Lesson 1 L.I:			

All work will be initialed and marked using feedback stickers. Feedback stickers will match the success criteria and will provide a comment to the child.

Feedback Sticker (Example)



Teachers working with a focus group will mark the group's books diagnostically and provide a next step for the children. Marking should be deep, recognising children's achievements and offer children scaffolding prompts and points for improvement. All children will have at least one piece of topic work diagnostically marked per half term by the teacher. Children should have time during the following lesson to respond to the feedback given.

Peer and self-assessment

Pupils in Key Stage 2 are also encouraged to carry out peer and self-evaluation using the three stars and a wish model. Peer assessment can be used to mark work from independent groups in any session and helps learners to look closely at their own work and gauge what they have done well, as well as what they need to improve. When pupils have peer or self-marked, the teacher must initial the work to show that they have also scrutinized the work. Pupils in KS1 are introduced to self-assessment through strategies such as highlighting parts of the success criteria that have been achieved.-

If work is marked alongside the pupil comments recorded in books should reflect the conversation that takes place between adult and child. This sort of marking involves as much verbal feedback as possible and always includes an acknowledgement of good features, suggested areas for development and any 'next step' comments.

Children responding to marking

This is very, very important. There is no point in marking work if the children don't read the marking or respond to it. Pupils will initially need training in responding to feedback and also need the time to do so.

Scrutiny

Work will be scrutinized regularly by subject leaders to ensure that there is sufficient detail and consistency in marking. Feedback will be given to individual year groups and any general issues arising will be fed back to SLT. The quality of marking and feedback will also form part of the SLT's judgment about the quality of teaching and learning in classes across the school.

**Codes that show the levels of support/
independence that were given or shown**

■ Independent work

TA Pupil received support from TA

G Guided support (where an adult works with a focus Group).

S Supported (where the adult may dip in and out to help, rather than in a focusgroup).

P Paired activity was completed with a partner

Range of Prompt	Learning Intention We are learning to	Extract form child's writing	Reminder Prompt	Scaffold Prompt	Example Prompt
Why...Justifying a statement	write a letter giving Reasons for things you say.	"It was dismal."	Say why you Thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: <ul style="list-style-type: none"> It was dismal because I was bored all the time. I found it dismal having only my granddad to talk to.
How did he/she/you feel?	retell a story showing people's feelings.	"Nobody believed him."	Say how you think this made him feel.	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> Angry that people did not trust him, Annoyed with him for lying in the past, Your own ideas?
Add something	use effective adjectives and adverbs in an account.	"Jason was trying to distract him, but the dragon was too strong."	Use more adverbs and adjectives here.	Let's use some adverbs to describe how they fought. Fill in the missing words: Jason tried _____ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____ly into the dragon's neck/side.	Improve the fight by using one of these or your own: <ul style="list-style-type: none"> The dragon's tail lashed viciously, cutting Jason's own flesh. Jason bravely lunged at the dragon, thrusting his sword fiercely into his side.
Change something	use effective adjectives in a description	"He was a bad monster."	Think of a better word than bad.	What kind of monster was he? Change bad for a word which makes him sound scarier. Write it in the box.	Try one of these or your own instead of bad: <ul style="list-style-type: none"> Ferocious Terrifying evil
Tell us more	introduce a character in a story opening.	"James went to school."	Could you describe Jason?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a	Describe James' character - perhaps: <ul style="list-style-type: none"> James was a kind, likeable boy with a great sense of humour. James was often excitable and noisy, but would be quiet and serious when he was working.
What happens next?	write a middle and end from a given start.	At last the merman has the mermaid."	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: <ul style="list-style-type: none"> "I love you" said the merman. The mermaid took his hand and they swam away. Embarrassed, the merman explained to the mermaid why he had taken so long to find her. She forgave him with her smile.

Written Feedback

3 stars and a wish



You can



You can



.You can

Your next step is





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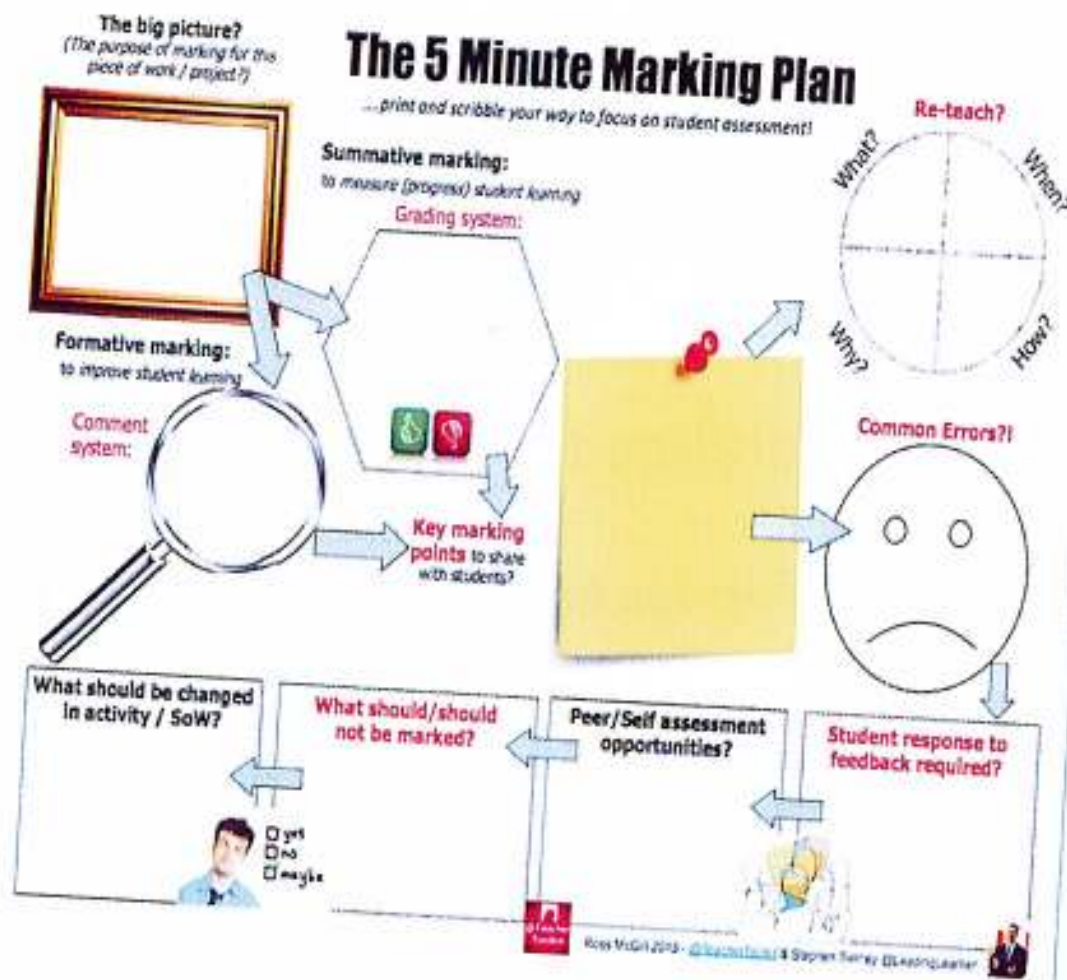
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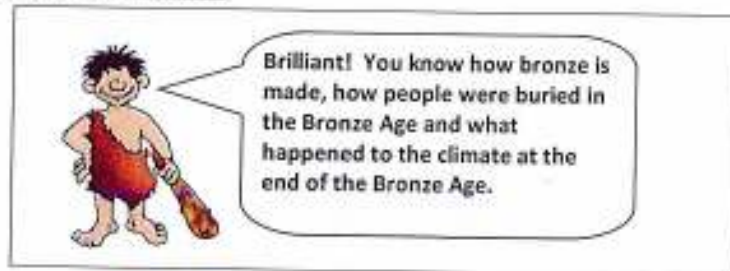
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