

Meadow Lane Infant School Policy



Feedback and Marking Policy

Last reviewed	June 2015
Review Cycle	2 Years

FEEDBACK AND MARKING POLICY

INTRODUCTION

We are committed to a positive approach to marking children's work at Meadow Lane, where children's achievements are praised and valued. The marking of children's work offers the opportunity to celebrate achievement, identify areas for development and learning and set future targets. We feel it is important that our methods are accessible to children and they are also involved in the process through making some analysis of their own work and being a critical friend to others.

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectation of effective feedback and marking at Meadow Lane Infant School.

Rationale

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops' of feedback."

Professor John Hattie – Influences on Student Learning

The research of eminent educationalists such as Dylan Wiliam & Paul Black 'Inside the Black Box', Shirley Clarke and John Hattie highlight the fact that formative assessment or assessment for learning plays a fundamental role in ensuring pupils make good progress, therefore raising standards.

"Standards are raised only by changes which are put into direct effect by teachers and pupil in classroom. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large leaning gains."

Dylan Wiliam and Paul Black – Inside the Black Box

At Meadow Lane Infant School we aim to create a positive assessment for learning culture. It is intended that this policy is used to ensure everybody understands how to make it happen in their classrooms.

What is Formative Assessment or Assessment for Learning?

Formative assessment in its widest sense refers to any process by which pupils are made aware of how they can make progress. Formative assessment encompasses many strategies designed to raise standards including:

- Questioning strategies
- The use of talk partners
- Peer assessment
- Self-assessment
- Oral feedback
- Written feedback (feedback marking)

The key strategies for developing formative assessment include:

- 1) Clarifying, understanding and sharing learning objectives.
- 2) Engineering effective classroom discussions, tasks and activities that elicit evidence of learning.
- 3) Providing feedback that moves learners forward.
- 4) Activating children as learning resources for one another.
- 5) Activating children as owners of their own learning.

Clarifying, Understanding and Sharing Learning Objectives

Clear Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why. It is therefore important that pupil know the learning objective for the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the stated aims.

Teacher demonstration and modelling will closely relate to the learning objective and will the subsequent activities and feedback. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning not activities.**

Setting Success Criteria

This is an essential part of the objective setting process. Success criteria should inform pupils of what they need to do in order to meet the learning objectives. Effective success criteria are an essential part of the formative assessment process as they allow pupils and teachers to judge how well pupils have performed and highlight what they need to do to make progress. As such, success criteria provide the framework for providing effective feedback. They also support and promote peer assessment.”

Success Criteria will be considered for every lesson and shared with the children.

Questioning

At Meadow Lane we use questioning in a variety of ways to develop learning and extend thinking. Asking questions raises issues, from which the teacher builds up knowledge and information about the children’s understanding and misconceptions. We invest time in framing key questions to use during our lessons to ensure learning progresses. Key questions, including prompting and probing questions, are regularly recorded in teachers planning. Using effective questioning enables more children to contribute to discussions and misconceptions can be dealt with more effectively. Skilful opportunistic interventions and mini plenaries during lessons can further support progress.

Providing feedback that moves learners forward.

The purpose of assessment for learning is to provide feedback to help move a child’s learning on. Teachers identify the next steps to learning as well as responding appropriately to the mistakes that children make. Teachers’ feedback provides children with the information they need to achieve the next steps and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. Feedback comments on the learning, rather than the child and is constructive and motivational.

Verbal Feedback

Verbal feedback is the most regular and interactive form. It often begins with questioning and class discussions but can often be on a one to one situation or with groups. Verbal feedback is:

- Constructive and informative
- Can be direct (individual basis) or indirect (whole class basis where individuals can reflect on what has been said)
- Whole class/group marking of a piece of work – a teacher can invite children’s contributions and it is marked through a process of discussion, analysis and modelling.
- Developmental feedback recognises pupils’ efforts and achievements and offers specific detail of the ways forward.
- Emphasises the learner’s progress and achievements rather than mistakes.

Written Feedback (marking)

Responsive marking provides positive feedback and identifies areas for development. This is how we do it:

- Written comments are positive and constructive.
- A symbol at the end of the piece of work indicating an area for improvement and/or praise. This can be a tick, smiley face or stampers can be used to indicate a star and a wish.
- Marking symbols are shared across school. These are used to indicate next steps for the child. These symbols will be transferred to the next page for the children to refer to.
- The same symbols are used to enable target setting in maths and English.
- A tick to acknowledge that the teacher has read the piece of work.
- Children may also highlight/underline parts of their work where they feel they have achieved or have made an improvement. They will be encouraged to edit/improve their work if appropriate.
- During marking in literacy reference is made to the child’s targets in their books on a regular basis. These targets are updated as they are achieved and are differentiated. (See appendix)
- Verbal feedback forms an integral part of marking and feedback. Teachers will comment in books if verbal feedback has been given or a discussion has been held with a child.
- All work is marked using a green pen. Staff must model conventions of handwriting and presentational devices (writing from left to right, starting the writing at the left hand side of the page, printing in Year R/Year 1 and joining in Year 2)

- Teachers will annotate work with comments from the children when relevant and to note any discussions that they have had. This aids the assessment process. This is particularly evident in literacy and maths.
- When marking in the Foundation subjects care is taken to ensure that the marking reflects the learning objective. In topic books the Learning Objective will be written/displayed at the top of the page.
- Handwriting is marked every time (tick) and mistakes are corrected as they occur.
- Where appropriate children should be asked to correct or practise a skill which the teacher feels they should be able to master – e.g. correct letter or number formation, key word spellings, letter or number reversals.
- A marking sheet made up of a series of symbols can be found in their books. These are accessible to children and illustrate an element identified for improvement in their writing or maths work. These symbols are appropriate to the age and stage of the children. (See appendix)

Using self and peer assessments strategies.

We encourage pupils, where possible, to self-assess their work.

In the older classes we sometimes use a learning line, where children can mark where they are in the process of learning. A learning line shows the children that learning moves on but can be tricky along the way. We talk to our children about this being the process and to understand that everyone goes through this same line/journey in their learning. We may call this point of difficulty in their learning 'a pit'. In 'the pit' is where we do our best learning. We also show verbal self-assessment with thumbs up or down and this can be done with closed eyes to avoid peer pressure.

We encourage our children to discuss their learning with others through peer and group work. We also encourage them to 'magpie' ideas, share their work with the class and celebrate the successes of their peers as well as offer suggestions to improve their work further.

It is important to support our children to become the first markers and audience for their learning. We need to give our children experiences to respond to the learning objective and success criteria of the lesson, to edit their work before asking for it to be marked.

Presentation of work

The children complete most of their work in books. Worksheets are used sparingly. If they are used they are stuck into their books, made into books are stored in folders. The children are encouraged to take responsibility for their work. Worksheets (if used) are marked to the same standard as all other work.

Work is completed in pencil. Handwriting pens are available in each class – to be used for 'best' work or for display.

The children are encouraged to take pride in all their work and are reminded about their presentation during lessons. We have high expectations of all the children to take care of their belongings and to be proud of the work they have produced.

This policy was written and agreed on _____

It is to be reviewed on _____