

MARKING AND FEEDBACK POLICY

‘..if we are going to spend time marking, then it must lead to improving children’s work.’
(Pie Corbett)

Aims

- To provide a consistent school-wide approach to marking and feedback
- To use marking and feedback as an effective assessment tool
- To continue to improve standards by giving the children a clear understanding of teacher expectations
- To enhance the children’s self-esteem by demonstrating that their efforts are valued

Why do we mark and give feedback?

- To provide teachers with a means of responding to a child’s work in light of planned, shared learning intentions, communicating to the child about their individual progress
- To provide teachers with evidence of what a child has understood
- To inform the next step in learning
- To enable the teacher to monitor progress and make informed judgements about a child’s attainment
- To promote work of a consistently high standard
- To motivate our pupils by celebrating achievements in their work

Verbal/Oral Feedback

Verbal feedback, research has shown, is the most effective form of feedback. However, it is important to note that verbal feedback differs from oral feedback.

Verbal Feedback – is given as a child is working. After the work has been discussed, a difference should be seen straightaway.

VF should be written at the point in the child’s work where verbal feedback was given.

Oral Feedback – is where feedback is given orally at the end of a piece of work, to review the completed work and to explain the next steps in the child’s learning.

Written Feedback

Marking and feedback of work at Seven Fields aims to take into account the work/life balance and well-being of staff and to give maximum impact in the learning and progress of our children. Written comments should, therefore, be kept to a minimum.

Written comments, particularly in Early Years, may not be relevant. However, where they are used, they should be brief and specific.

The use of pink (THINK) and green (GREAT) highlighters ensures that marking of work is highly visual. For the staff it very quickly gives an overview of how well each child is performing against the learning intention. For the children, it gives them an overview of their understanding and is a means of boosting their self-esteem.

When a piece of work has been completed and learning is secure, the learning intention or success criteria should be highlighted in GREEN. Where further work is needed, the learning intention or success criteria should be highlighted in PINK.

In a piece of work:

Underline in GREEN where a child has demonstrated EVIDENCE of achieving the Learning Intention. Underline in PINK where errors have occurred or where the writing needs to be developed or revised.

Both Key Stage 1 and Key Stage 2 have a further written marking annotation sheet (appendix 1)

Non-negotiables

A set of writing non-negotiables has been agreed for Key Stage 1 and Key Stage 2. (appendix 2)

These are displayed in classrooms and are in all writing books used by the children. These must be referred to by the class teacher regularly to reinforce basic punctuation, spelling and to ensure high standards of punctuation.