

Marking and Feedback Policy



Mowmacre Hill
Primary School

This policy is reviewed annually by the Advisory Board and was last reviewed in: June 2016

Renewal Date : June 2017

Print Name _____

(Chair of Advisory Board)

Signature _____

At Mowmacre Hill Primary School we recognise that every child is an individual with a different learning journey to reach their full potential. We believe that providing effective feedback either verbally or written is essential to children progressing well with their learning as well as valuing children’s efforts and contributions to their own learning. Providing effective feedback and teacher marking is essential for ensuring every child can be the best that they can be. This policy was written following the trial of a new system in school and a full review of this taking account of views from Senior Leaders, Phase Leaders, teachers and children.

Aims

Marking is an integral part of assessment and is crucial to ensure that everyone is aware of how well a child is progressing; their achievements and areas to develop. We aim to provide a clear system of marking which is consistent across the school.

As a school, we recognise that the main aims of marking are:

1. To assess progress of the children against their year group expectations as set out in the National Curriculum 2014.
2. To support children to become better learners by giving them a clear picture of what they have achieved and what they need to develop and improve their work.
3. To motivate and encourage children; building their self esteem and valuing their efforts.
4. To provide teachers with vital information to inform future teaching and learning.
5. To allow teachers to set targets for the children.
6. To engage children as investors of their own learning through self and peer assessment.

Unit Overviews

At the start of a new unit of work, teachers will create the unit overview which will be displayed in each child’s book. The unit overview will contain information for the child to tell them what the main learning will be in the unit; key vocabulary and non-negotiables may be included. Teachers will use the national curriculum objectives to form the big questions for individual lessons. As a unit progresses, teachers will highlight statements which the child has evidenced through the unit of work.

The Big Question and Success Criteria

For marking to be an embedded part of their teaching and learning cycle, the marking policy will be fundamentally underpinned by the school’s use of the big question and success criteria. For all pieces of recorded work, each child will be provided with a printed copy of the lesson’s big question and the success criteria. There will also be opportunity for the child to self assess against each element of the success criteria as well as the teacher to assess. This will be set out in the following format:

Pupil Assess	Date; BQ:	Teacher Assess
<input type="checkbox"/>	<ul style="list-style-type: none"> • Success criteria 	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Small steps for each child 	<input type="checkbox"/>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Between 2 and 4 steps for each piece of work 	<input type="checkbox"/>

Pupil Assessment

Children will assess their own learning using the following colouring coding:

-  I feel confident to use this in my work/learning
-  I have some confidence with this but would like to practise some more
-  I need some help.

Teacher Assessment

-  Success criteria has been met
-  Success criteria has been partly met
-  Success criteria needs further development/ not seen in piece of work

When the success criterion has been partly met, the teacher will make a comment if necessary. If the teacher has used the marking to inform future planning where this will be addressed then no further comment is required.

If the success criterion has not been met or there is no evidence in the text, the teacher will add a comment for the child to respond to move the learning further.

Correcting Grammar, Punctuation and Spelling (GPS)

The correct use of grammar and punctuation along with accurate spelling is key to ensure that children make good progress as writers through their journey in school. Where a child makes an error relating to an area of GPS which has already been taught or is an expectation from a previous year group, the teacher will highlight this error in orange. Children are expected to identify the error and make the correction themselves as independent learners.

Peer Assessment

Mowmacre Hill recognises the value of peer assessment not only as a form of the marking and assessment procedure but also within the wider agenda of a mastery approach to teaching and learning. Peer assessment is an opportunity for another child to consolidate and apply understanding to a different context.

Marking to Target

In Literacy books, each child has a book mark writing target which gives each child a specific target to develop their writing. When a child has achieved this target, the teacher will recognise this achievement by dating their book mark target. Once a teacher is satisfied that this has been achieved, they will set the child another individual target to move their learning further.

Homework

Homework will be marked weekly when it has been handed in by the day agreed. Teachers or teaching assistants will mark positively to highlight the strengths of the work and recognising effort. Where appropriate, a point for development will also be given.

EYFS**Teacher Assessment**

In line with the rest of the school, learning will be introduced to the children through the use of the big question. Success Criteria should be linked to the Early Years Foundation Stage Development matters document.

When the piece of work is assessed the following must be selected and noted in Green Pen.

I – Independent

T – Teacher Led

TA – TA Led

Initials of person marking the work must be provided.

<input type="checkbox"/>	Met
<input type="checkbox"/>	Partially met
<input type="checkbox"/>	Not yet met

The above should be in line with rest of the schools teacher feedback model and displayed at the bottom of written work books.

This marking should be done in the presence of the child where possible with a verbal feedback including a positive comment and a next step.

When an observation is made; pupils are assessed against development matters, characteristics of effective learning and learners well-being and involvement scales which are recorded within Tapestry Online Learning Journal. This is shared with children and parents at points throughout the year.

Verbal feedback

Verbal feedback is consistently given by the supporting adult during the day in the many activities and teaching opportunities created through gathering times and continuous provision which has been planned with consideration of the children's next steps.

Verbal feedback should allow the child to recognise strengths in their approach and areas for extending their learning and deepening understanding.

Child Assessment

Children use the visuals to communicate whether they feel towards the activity they have completed or are engaged in. Are they happy or are they 'not yet' happy with what they are doing?



Happy



'not yet'

These symbols may be placed around the learning environment or within children's work.

Reflection Area

Examples of work and children's experiences will be displayed in an area of the learning environment alongside teacher, parent and pupil voice.

Roles and Responsibilities

Headteacher/ SLT

- ✓ Ensure policy is fully implemented into school life
- ✓ Evaluate the effectiveness of the policy against progress and assessment information
- ✓ Report back to Systems Leader and Advisory Board regularly
- ✓ Address underperformance/ capability concerns when policy is not being implemented effectively

Assessment Leader

- ✓ Review policy annually
- ✓ Consult stakeholders regarding effectiveness and suitability of policy
- ✓ Provide structured teacher development through action plans when concerns of capability are raised

English, Mathematics, Phase and Curriculum Leaders

- ✓ Monitor use of policy and provide support and feedback relevant to subject/ phase where relevant
- ✓ Report monitoring activities to HT/DHT/ Advisory board
- ✓ Support teachers to fully implement policy into practice
- ✓ Induct new/ newly qualified/ students to policy

Classroom, Intervention and Reading Recovery Teachers

- ✓ Fully implement the school's feedback and marking policy
- ✓ Mark every piece of recorded work
- ✓ Use verbal and written feedback as an opportunity to offer constructive feedback
- ✓ Use praise in a meaningful way as to motivate children whilst valuing a positive attitude towards learning
- ✓ Communicate with other colleagues
- ✓ Ensure all books display the child friendly version of the policy

Teaching Assistants

- ✓ Use verbal feedback as an opportunity to offer constructive feedback
- ✓ Communicate with the class teacher about a child's progress when supporting a group and/or individual
- ✓ Mark homework when directed by class teacher