



PORT CHARLOTTE PRIMARY SCHOOL AND PRE 5 POLICY STATEMENT

Marking and Feedback Policy

This document is available to all staff, parents, school council members and partners of Port Charlotte Primary School and Pre 5. This policy is intended to contain relevant background and procedures that support the schools' aims in relation to working with children, parents/carers, referral agencies and professional colleagues. All our staff share responsibility for its implementation. **All school staff are expected to have read and understood the policy statements.**

Equal opportunities & Racial Equality

The principle of equality is central to the school's commitment to improving the social, economic and environmental well-being of our local community. All functions of Port Charlotte Primary School and Pre 5 will be carried in a way that promotes equality of opportunity.

The school and its staff positively promote racial equality in all areas of its work and have due regard for the need to eliminate unlawful discrimination; promote equality of opportunity; and promote good relations between different racial groups.

Aims

We believe feedback and marking should provide constructive comments to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to achieve and progress. Our classroom assessment involves high quality interactions, based on thoughtful questions, careful listening and reflective responses.

Rationale

'Formative assessment describes all those processes by which teachers and learners use information about student's achievement to improve their achievements. So it's about using information to adapt your teaching, to adapt the work of your pupils to put the learning back on track ... to make sure the learning is proceeding in the right direction and to support that learning. So it's what happens when you don't just lecture students and rattle through the material and then ask them if they understood OK.' Dylan Wiliam, Nov 2006

"Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance."
— Dylan Wiliam, *Embedded Formative Assessment*

Provision and Practice:

Assessment is for Learning

- Finding out where pupils are in their learning through discussion and questioning.
- Teachers agreeing clear objectives with pupils and providing feedback that helps them to achieve these goals.
- Sharing criteria for success and expectations with pupils through sharing learning intentions and success criteria with pupils.
- Making peer and self-assessment key components of learning.
- Enabling young people to take greater ownership of their learning.

Marking of work may be oral or written.

Marking is a waste of time if it has no impact and developmental comments need not be used on every piece of work. Marking should praise, but also give guidance, consolidation and challenge. It may help to think of next steps marking as INTERVENTION MARKING. The teacher steps in to support, consolidate, accelerate or challenge.

- 1 - Marking can intervene to SUPPORT
- 2 - Marking can intervene to CONSOLIDATE
- 3 - Marking can intervene to ACCELERATE
- 4 - Marking can intervene to CHALLENGE

In this way, children are not doing ten questions which are obviously too easy for them, nor are they struggling with problems they can't access. For future lessons, marking can inform both teacher and pupil about attainment, therefore shaping the next lesson and activities provided (AiFL).

1. Intervene to support - Aids should be available in the classroom.
Intervention next step marking might suggest:
"Good try. Use a numberline to help you"
"It will be easier if you wrote the numbers in the squares like this (example)"
2. Intervene to consolidate - This is more than 'Do another ten questions'/more of the same, but where the child may need a few more examples before they can move on. The examples are tailored to the errors a child has previously

made after guidance has been given. *"Well done. Now try these questions, and don't forget the apostrophes!"*

3. Intervene to accelerate - With clear differentiation there will be tiered activities (Bronze/Silver/Gold/Diamond Challenges) offering appropriate levels of difficulty. Next step intervention marking can simply move the child on to the next appropriate level. A higher level of task should always be available for all pupils. The comment might be: *"Great! You can do it! Now have a go at the Silver challenge."*
4. Intervene to Challenge - This is different from simply moving children onto an appropriate level of difficulty. This is about turning the level around, asking children to put their learning into practice For example, *"Super! How much change would you have if you spent twice as much?" "Fantastic, now think of a real-life situation where you would need to do this sum?"*

Teacher Marking Strategies:

- Stars and a wish - This could be one star or four stars, depending on success criteria. Comments should be brief and focused - related to success criteria and do NOT need to be in full sentences.

e.g:

* Full-stops

* Descriptive words

W - Now check your capital letters and use green pen.

- Star stickers to show which challenge was achieved: Bronze, Silver, Gold, Diamond.
- Feedback Stampers: Learning intention achieved / Verbal feedback / adult assisted / independent work / positive comment
- Marking codes (see Appendix)

Pupil response to marking:

- Green pen for corrections (introduce in P3)
- Students sign wish
- Verbal responses

Peer/ Self evaluation:

- Traffic Lights
- Grading success criteria on fingers
- Whole class marking of student's work (using Easi-view to share work)

- Stars & wish
- Checklist of success criteria
- Thumbs up / Down
- Peer/self marking

It is expected that a varied range of these strategies will be seen in the children's work books.

Monitoring:

The policy will be monitored by the Head Teacher, in line with the Quality Assurance / School Self Evaluation processes.

Policy Review:

This policy will ordinarily be reviewed every two years. In addition this policy will be renewed in the light of changing national or local policies or priorities.

Appendix 1

PCPS Marking Codes

SP - Spelling mistake

NP - New paragraph

P - Punctuation

G - Grammar

VF - Verbal feedback given

CL - Capital Letters

FS - Full-stops