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Marking and Feedback Policy

Introduction
At All Saints RC Primary School we believe that all children are entitled to regular and informative feedback on their learning as part of the ongoing cycle of assessment.

Assessment for Learning is central to the approach we take to providing this feedback.
"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there".
Assessment Reform Group, 2002

Aims
We mark children's work and provide feedback on their learning in order to:
▪ provide them with specific information on the extent to which they have met the success criteria and/or their individual targets;
▪ give them a clear understanding of how far they have come in their learning and what they need to do next to make them even more successful in their learning;
▪ show that we value their work;
▪ boost their self-esteem and aspirations through the use of praise and encouragement;
▪ promote self-assessment, whereby children recognise their difficulties and are encouraged to accept guidance from others;
▪ share expectations;
▪ provide a basis for summative and formative assessment;
▪ provide the ongoing assessment that informs our future lesson planning.

Key characteristics of Assessment for Learning
1. Learning Objectives
2. Success Criteria
3. Questioning
4. Feedback and Marking
5. Adjusting teaching to take account of results

1. **Learning Objectives**
Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff therefore share with the children the learning objective for each lesson as this gives the children a focus, enabling them to review their own progress and to judge whether they have been successful in their learning.

2. Success Criteria
Developing success criteria to achieve learning objectives helps provide children with a framework against which they can focus their efforts, evaluate their progress and discuss their difficulties. Success criteria can be generated by the teacher, but it has been recognised that where children are involved in generating success criteria they develop a better understanding of what they are striving to achieve. Success criteria provide a framework for a dialogue with children. Discussions focus on how well the success criteria have been met.

3. Questioning

Questioning lies at the heart of learning and teaching and we use it in a variety of ways, e.g. to assess a child's starting point so that teaching can be adapted to meet their needs or to probe their understanding of a new area of learning. We recognise that although there is a place for closed questions, open questions are best for encouraging more complex and higher-order thinking, e.g.:

▢ What do you think …?
▢ How do you know …?
▢ Why do you think that …?
▢ What if …?
▢ What do you think happens next? Why?

We use a variety of methods for selecting which children will answer questions, framing specific questions for individual children and the hands-up approach. We also use 'talk partners' or 'buddies' and approaches such as 'think, pair, share' so that children can discuss and rehearse their answers.

4. Feedback and Marking

An approach to marking:
In marking pupils' work, teachers can consider:

•   how well the pupil has understood the task;
•   what the pupil knows and does not know;
•   what the pupil needs to do next to improve;
•   how the pupil will be informed of this;
•   how they can encourage pupils to review their work critically and constructively.

Teachers who use a range of effective techniques for assessment, marking and feedback are more likely to be successful in raising standards.

Feedback is given in a variety of ways:

Verbal Feedback

Children will work in an environment where learning is seen as something that requires effort. The language staff use will reflect this, e.g.:

'I know you are finding this difficult - I'm going to help you.'
'When you find something challenging, it's an opportunity to learn something new.'

We recognise that children benefit from discussing their learning and articulating their needs. In order to do this they need to be given time to reflect on their learning. Teachers will use the following types of prompts to promote this:

▢ What did you find difficult about learning to…...?
▢ What helped you when something got tricky when you were learning to ……?
▢ What do you need more help with about learning to……?
▢ What are you most pleased with about learning to …...?
▢ What have you learnt that is new about …..?
▢ What do you need to do next to get better at …?

Verbal feedback in any lesson will focus on the learning objective, success criteria, learning behaviours and, where relevant, a child's individual targets. When detailed verbal feedback is given to a child about their written work the teacher/TA will write VF on the child's work.

Mini plenaries are an important part of verbal feedback which may take place at any time

during the lesson. They should have a notable impact on the quality of the learning; when the children return to their learning they should be applying new skills or understanding with greater authority or confidence. They may be chosen to give a chance for reflection, to challenge thinking, to help identify next steps or to address whole class misconceptions.

At All Saints RC Primary School, Assessment for Learning (AfL) to occur during every lesson. AfL improves learning and raises standards; the way teachers mark and provide feedback to children is central to this process. Teachers identify the next steps to learning as well as responding to the misconceptions children make.

Peer and self-assessment is an integral part of our teaching and children's learning.

Self-assessment:

Children at All Saints RC Primary School self-assess by using a smiley face symbol in their books. This can provide a basis for a teacher comment e.g. 'I agree you are very good at using connectives. If a child has made a negative self-assessment or shows a misconception they will be asked to speak to the teacher or TA**.**

Peer Assess:

Children at All Saints RC Primary School self-assess each other's work against the success criteria. They write their name neatly at the end of another child's piece of work to show this.

Teacher/TA Marking:

When marking a piece of work, teachers and TA's should ensure that

- comments are used to form the basis of a discussion between the teacher and child;

- children are expected to read comments and are expected to respond

- comments are to inform future work; and/or

- comments are to correct or improve an existing piece of work.

The following information will be pasted inside the cover of children's exercise books:

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Indicate the level of support the child received when completing the work:

T = support from teacher

TA = support from TA

OA = support from other adult

(ST – work set by supply teacher who has not indicated level of support)

VF –Verbal feedback

 -next steps, draw steps

These symbols should be written in the margins

CL – capital letters

SP –spelling

P –Punctuation

In KS1 these areas for correction should be underlined

In KS2 the children are increasingly expected to find the corrections themselves

Green pen to be used to indicate good work against success criteria

Red pen to be used to indicate next steps

Purple pen to be use by the children to correct their work or respond to feedback- purple polishing