



MARKING & FEEDBACK PRINCIPLES

For use by all member schools

(school specific procedures to be added as appendices as required)

| | Name | Date |
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| Agreed by | Management Group | June 2017 |
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Principles Marking and feedback should be meaningful, manageable and motivating.

Meaningful

- * All marking should move the children's learning forward and address any misconceptions.
- * Mark less, mark better.

Manageable

- * All marking should be effective and purposeful.
- * Feedback can be verbal, written, peer or self-assessment.

Motivating

- * Marking should motivate the children to progress.
- * It should acknowledge work the children have done, value their efforts and celebrate success.

| Adults | Children |
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| <input checked="" type="checkbox"/> be manageable for teachers. | <input checked="" type="checkbox"/> give children opportunities to become aware and reflect on their learning needs. |
| <input checked="" type="checkbox"/> be constructive | <input checked="" type="checkbox"/> enable the children to improve their written work |
| <input checked="" type="checkbox"/> relate to learning intentions, which need to be shared with children | <input checked="" type="checkbox"/> allow specific time for children to read, reflect and respond to marking |
| <input checked="" type="checkbox"/> involve all adults working with children in the classroom | <input checked="" type="checkbox"/> be accessible to children |
| <input checked="" type="checkbox"/> give clear strategies for improvement | <input checked="" type="checkbox"/> encourage and teach children to self-mark wherever possible |
| <input checked="" type="checkbox"/> give recognition and appropriate praise for achievement | <input checked="" type="checkbox"/> be seen by children as positive in improving their learning |
| <input checked="" type="checkbox"/> involve the same process (whether oral or written) for all children to ensure equity across subjects and abilities | |
| <input checked="" type="checkbox"/> respond to individual learning needs, marking face to face with some and at a distance for others | |
| <input checked="" type="checkbox"/> inform future planning and individual target setting | |
| <input checked="" type="checkbox"/> use consistent codes throughout the school | <input checked="" type="checkbox"/> Children know and use marking codes |

Marking Principles into practice

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| Opportunities must be found for children to reflect on the feedback that they have received. Pupils should have the opportunity to make improvements to their written work. |
| Use the plenary to feedback to children. |
| Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning. |
| Distance marking should be accessible to children and manageable for teachers. |
| Use codes against learning intentions, objective or question whenever possible. |
| When written work is distance marked, time should be given for them to read and then make one focused improvement based on the improvement suggestion (linked with the arrow when codes are used). |
| For the marking to be formative, the information must be used and acted on by the children. |
| Marking needs to be completed as soon as possible to maintain interest and motivation and to ensure pupils can make effective improvements to their written work. |
| All teacher comments written should be written neatly and legibly in the expected script of the school. |
| Pupils should respond in green pen. |
| Pupils should be given the opportunity to self –assess. |
| All written work should be marked by teachers and inform next steps planning. |
| Next steps questions should be carefully framed to ensure the pupils response make real improvements to their learning. E.g. a question framed as Can you.....? requires a yes/no response. Feedback should be a direct command of instruction – e.g. add in or write a sentence which describes the way the character was feeling..... |
| Homework should be marked or acknowledged. |
| Plan using learning intentions and success criteria and mark work against these. |
| Display learning intentions/success criteria – refer to as a teaching aid. |

Marking and feedback Strategies

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| <p>Acknowledgement When a substantial amount of feedback has been given during the task, a tick or signature is all the feedback required.</p> | <p>Summative This consists of ticks and crosses and is associated with closed tasks or exercises. Wherever possible, children should self – mark or the work should be marked as a class or in a group.</p> |
| <p>Secretarial features Spelling, punctuation, grammar etc. should not be asked for in every piece of written work, because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to check for things they know are wrong in their work when they read it through. They should not be told to correct spellings, or they are likely to write further misspellings or waste time looking words up. If they know their spelling is to be marked, they will spend too much time during the writing process worrying and being slowed down and interrupted. Children can only spell words correctly which they know how to spell. They learn how to spell through spelling lessons and by reading. Continual errors can be focused on as a child’s writing target. General concerns should be noted on the short-term plan, so that it feeds into future planning.</p> | <p>Paired/ Peer marking Before the ends of lessons, children should sometimes be asked to mark narrative in pairs. The following points are important:</p> <p>Train the children, through modelling with the whole class, watching the paired marking in action.</p> <p>Establish ground rules and make into a poster (e.g. listening, interruptions, confidentiality, etc.)</p> <p>Children should point out, alternately, what they like first and the suggest ways to improve the piece but only against the learning intention/ question.</p> <p>The 3:1 success to improvement ratio should be followed, to avoid too much criticism Encourage dialogue between children rather than taking turns to be the ‘teacher’; they should discuss each other’s work together (e.g. think this bit really shows how that character feels, what do you think?)</p> |
| <p>Shared marking Use one piece of work to mark as a class at regular intervals, because this models the marking process and teaches particular points at the same time. Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.</p> | <p>Self-Marking Children should self-evaluate wherever possible. Children can identify their own 3 successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.</p> |
| <p>Oral Feedback During the course of a lesson, teacher comments to a child should focus firstly on issues about the learning intention and secondly other features.</p> | |