



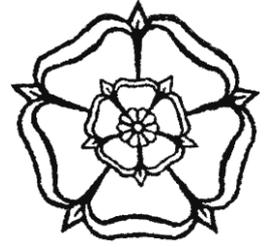
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Thornton in Craven CP School WHOLE SCHOOL FEEDBACK & MARKING POLICY

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

AIM

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning

Marking and feedback at Thornton in Craven CP School will be consistent with the principles of Assessment for Learning (AfL), being:

- ✓ Focused on pupil learning
- ✓ Based on shared learning objectives
- ✓ Positive in tone and accessible by all pupils
- ✓ Supportive of achievement in all its forms
- ✓ Helping pupils to improve their work
- ✓ Promoting learner confidence
- ✓ Including opportunities to develop peer and self assessment skills
- ✓ Informing future planning

PRACTICE

- 1 Marking and feedback should be specific to the purpose of the lesson or the success criteria
- 2 'Light' marking in some instances is acceptable using a tick, short comment or a stamp but the aim is to indicate progress towards the learning intention.
- 3 Feedback will be provided as soon as possible after it has been completed or during the lesson.
- 4 Sometimes feedback will be given in the presence of the child to develop oral feedback.
- 5 When appropriate work will be marked and/or feedback given by the pupil or their peers but it will also be checked by the teacher.
- 6 Avoid overcorrecting work as this can discourage the pupil.

- 7 Poorly presented work will be commented upon and directions given as to how/where to improve but the teacher will also return to the main lesson objective for feedback as well.
- 8 Longer pieces of written will demonstrate development marking. Development marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. Other pieces of work such as grammar exercises will not require marking of this depth.

Development feedback/marking.

Not all work can or should be marked in great detail. An end piece of writing (a letter, story, newspaper, etc...) however, should be marked in detail using focused marking techniques. Focused marking is the process where it is clear to the pupil "what they have done well" and "what they need to do to improve".

When focused marking is used this will be developed with the pupils so they have an understanding of how they can achieve success. A marking feedback loop should be adopted where the child has the opportunity to respond to the improvement comment as soon as possible after the work was done. Teachers can highlight parts of the pupil's work that specifically meet the success criteria or personal target or highlight sections that could be improved. These can be highlighted in highlighter pen or by the use of ticks.

Pupils will edit their work in orange pen.

Staff will aim to mark in a colour of pen different to the one used by the children and not in orange.

Non-Negotiables:

No matter what year group the child is in, the fundamentals need to be addressed before anything else. These are for example:

- Capital letters at the start of sentences.
- Capital letters for proper nouns.
- Verb tense.
- Full stops at the end of sentences (no comma splicing).
- High frequency words.
- Letter formation – including heights of letters.
- Finger spaces.

This may look like: Go back and check you have used capital letters correctly or re-write the highlighted paragraph.

Marking Codes – to promote consistency.

Highlighted section or two ticks – you have met the success criteria here

VF = verbal feedback has been given to the child at the time the work was done. Teacher comments briefly about what was discussed e.g. VF = CL . means that capital letters were discussed orally with the child.

SP = you have spelled this incorrectly (for poor spellers the teacher will choose a select few for children to work on) though children will be encouraged to recognise and correct their own mistakes first.

T or steps = Your improvement is...

∩∩∩ = teacher doesn't understand the meaning

// = new paragraph

^ = something's missing

Tick = it is correct

NN = non-negotiables

Small dot / C) = it is incorrect and I want you to correct it please

x = it is incorrect

Guided = work was produced in a guided session

Supported = the child was supported by an adult

Independent = the child produced the work independently

In numeracy, children should regularly be provided with next steps (as NS or a drawing of steps) which highlight where the child needs to go next in their mathematical development. This aids the teacher to plan future maths lessons to ensure personalised learning.

Responsibilities:

- It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school
- Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.

Monitoring:

Adherence to the marking policy will be undertaken during lesson observations, learning walks and through book scrutiny.

This policy will be reviewed in Summer 2 2019