

Flanderwell Primary School

MARKING AND FEEDBACK POLICY 2017/18

At Flanderwell Primary School we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

1. Aims:

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment,, recognise their difficulties and accept guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future lesson-planning.

2. Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one.
- Comments should be appropriate to the age and ability of the child.
- Children should be encouraged to self and peer assess.
- The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

3. General Guidance to teachers

Assessment and feedback during the Lesson

- The teacher will share the learning objective and success criteria
- Teachers should aim to provide verbal feedback where possible during the lesson and indicate this on the child's work, therefore showing impact on learning for the remainder of the child's learning within the lesson.
- Pupils should have the opportunity to self and/or peer assess against the set success criteria or learning objective, in some format, on a regular basis when appropriate.

Assessment & Feedback after the lesson

- Agreed marking symbols will be used (see appendix 1)
- Written comments should be neat and legible
- In literacy books in KS2, children should write on the right hand side of the page to allow corrections/ response to marking to be done on the left hand side of the page.

- Teachers should plan opportunities regularly for children to look at and respond to feedback/ marking
- Any corrections/ editing carried out by the children in response to marking should be carried out using a purple pen (power purple)
- The teacher should mark work prior to the next lesson.

Pupil Self and Peer Assessment

Peer Assessment is where a pupil's work is judged by fellow pupils. Self Assessment involves pupils making judgments about their own work. These strategies enable children to have a clearer view of their own learning and ways to improve, they therefore become more independent and driven in their learning.

Self Assessment:

- Children will self- assess when appropriate their own work in some format
- Time will be set aside on occasions to allow this to happen
- Strategies for self assessment are flexible to suit the age and stage of the child

Peer Assessment:

- Children will have regular opportunities within the week to peer assess.
- Children will be fully aware of the criteria to assess their peers against and will have been taught the correct manner in which to do this e.g. listening carefully, being positive and constructive, commenting on the success criteria only.

Conclusion:

This policy's principles and practice have been agreed by the staff of Flanderwell Primary School and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.

Appendix 1

Marking/Redrafting Symbols

Symbol	Function
	My way forward is....
	I've done well!
	I was given support to help me do this task
	I did this task without help.
	I was given verbal feedback
T/ TA	Marked by teacher or TA.

