

Chancellor Park Marking Policy **(Providing Effective Feedback to Pupil's Learning)**

Introduction

Effective Feedback is integral to effective teaching and learning, going beyond the 'marks on the paper', where teachers make response to pupil outcomes.

It occurs:

- a) In the communication of explicit intentions and expectations for the learner and learning;**
- b) In teacher/pupil and pupil/pupil interaction during the learning phase;**
- c) In constructive responses to learning, marking of work, focussed reflection and plenary discussions.**

This policy defines the principles and strategies for achieving effective feedback and constructive responses to learning. Staff meeting held to provide training and guidance on effective marking, September 2009.

Aims

In general terms there are three main aims for marking work and/or feeding back to the pupils. These are as follows:

- ✓ To develop pupils who, as reflective learners, feel involved in their learning and are aware of their own progress and are aware of their next steps.**
- ✓ To raise attainment and maximise progress for all pupils.**
- ✓ To ensure effective practice in and links between teaching and learning.**

Objectives

The objectives when giving feedback are as follows:

- ✓ To be meaningful and constructive. Feedback should be based around the shared objectives and success criteria.**
- ✓ Pupils are encouraged to reflect on themselves and their peers as learners.**
- ✓ Feedback is selective, focussed and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement)**
- ✓ Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.**
- ✓ Feedback is readily accessible and meaningful to the pupil.**
- ✓ Pupils are aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be.**

Strategies for Implementation

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The agreed practical strategies for marking and giving feedback are set out on the following pages.

These are grouped using the above Objectives.

- ✓ To be meaningful and constructive. Feedback should be based around the shared objectives and success criteria.
- ✓ Pupils are encouraged to reflect on themselves and their peers as learners.

Learning Objectives are always shared with the children at the beginning of each activity.

There will obviously be some differences in the way they are communicated at KS1 and KS2.

- * By being expressed in pupil friendly language (*I can/ I will be able to...*)
 - * They will be written on the board or similar display board.
 - * Pupils write them at the top of ALL of their written work and where not appropriate it is clearly marked on display boards. This will help to focus their attention on the precise objectives for the task as well as guiding and clarifying how the work is marked.
 - * Verbally, with repeated and reminders throughout the session.
 - * By involving pupils in discussion as to what the desirable outcomes of a described might be (developing criteria for success);
- By reinforcement through teacher intervention, for example *“think again about what you are trying to learn/achieve”* or *“can you remember why we said we were doing this activity?”* and so on.

Pupils will be made explicitly aware of what achievements will mean in relation to the shared objective/criteria in the following ways:

- * Through discussion at the beginning of the task with the whole class or peer group;
- * Through access to and discussion of, examples of successful outcomes or appropriate marked work. This work may be drawn from a variety of different sources including those beyond the particular classroom. The aim is to provide positive models or provoke discussion about what could be done to improve less successful outcomes.
- * Through effective questioning and interaction with groups and or individuals.

Pupils will be encouraged to reflect on their learning, development and achievement in relation to the shared objectives/criteria in the following ways:

- * By maximising opportunities for reflective whole class and group plenary sessions across the curriculum.
- * By modelling and encouraging pupils to use questions which enable/require the learner to think about what they have learnt.

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- * By recording reflective self-evaluations at the end of a topic that make the child look for parts of their work they are pleased with and any areas they feel they require more support.
- * By group and paired discussions with peers at the end of each session and before the whole class plenary.
- * By seeing themselves as 'first markers' of their own work, for example having the success criteria available for them to review their work against.

- ✓ Feedback is selective, focussed and constructive, indicating where success has been achieved (attainment) and how progress might be made (improvement)
- ✓ Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.

Pupils will be made aware of where the stated (or unplanned but equally valid) objectives were successfully met (positive feedback) by:

- * Selective marking which focuses on the shared objectives rather than all aspects of the work;
- * Written comments at the bottom of work highlight positive aspects of the work;
Well done, you have correctly been putting full stops at the end of your sentences.
- * Ticks are used for correct responses, when appropriate crosses are used for incorrect answers.

Pupils will be made aware of a manageable number of areas in which improvement/progress could be made with the strategies for achieving this in the form of a 'next step'.

- * Written comments (*Next time..., Try..., Go back and...*)
 - * Reference to/comparison with parts of the work where the objective was achieved;
You made good use of objectives at the beginning of this story. Try next time to keep it going for the whole story.
 - * ^ within texts to indicate the areas to be revisited, developed and corrected. These will then be written at the bottom of the page indicating that the spelling/correction needs to be re-written at the review of marking stage.
 - * This can be linked to a teachers comment in the margin or at the bottom of the work to give guidance and if necessary be discussed at a later date.
 - * Underlining spelling mistakes (or subject matter or high frequency words), which can then be rewritten 3 times in their word books.
 - * Giving examples of how sections/aspects could be improved or next steps, for examples, in mathematics suggesting methods for calculation or a way forward in problem solving, which may take the pupil forward.
- ✓ Feedback is readily accessible and meaningful to the pupil.

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When marking pupil outcomes:

- * Teachers use a consistent and agreed system for marking and annotation – See Appendix 1. This is displayed in each classroom;
- * Pupils are clearly made aware of when corrections are to be made or when improvement is to be aimed for in subsequent work;
- * Pupils' can read and understand the marks teachers make on their work, or are made aware of them verbally. This may occur when the work is marked with the pupil and may only consist of a brief indicator to remind pupils of the focus of the discussion;
- * It is vital that pupils are given a regular directed time in which to read, reflect and/or act on any comments or corrections that have been made as soon as possible once they receive their marked work back. This will then ensure that pupils are aware of their own progress and thus adapt future work accordingly where necessary. Specific time slots have been added to the timetable to allow this to happen effectively throughout the school.

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| <ul style="list-style-type: none">✓ Pupils are aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be. |
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Individual learning targets are communicated to pupils and progress monitored in the following ways:

- * Targets for children in English & Maths are displayed somewhere in classroom visible.

Pupils are involved in discussing and reviewing progress against their own targets in the following ways:

- * Regular discussions/reviewing/praising of individual targets between the pupils and teachers/support staff.
- * Small group TA/pupil conferences providing additional feedback and support from teachers marking in Literacy.
- * Through access to annotated work and/or personal targets.

Formal Assessments

Formal Assessments will take place on a regular basis throughout the pupils' time at Chancellor Park. These are age appropriate and will consist of some or all of the following:

- ✓ Baseline Assessment completed at on entry to Yr R.
- ✓ Standard Assessment Tests (SATs) at the end of year 2 and year 6.
- ✓ Optional SATs in YR 3,4,5 during the summer term.
- ✓ Weekly Spelling Tests/Investigations in YR's 1-6
- ✓ Half-termly science tests – end of units
- ✓ Weekly Times Table Practices in YR 1-6.

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- ✓ All children are expected to read at home on a daily basis.
- ✓ On-going APP Assessments throughout the year with evidence collated in pupil's books and guided sessions.

These tests and assessments will be used to inform planning and differentiation for the pupil and will also be used to assess the on-going progress of individual pupils. The results will be entered into a software package called 'Target Tracker' in addition to pupil tracking grids, and results used to inform areas for improvement within the class/school.

Monitoring and Evaluation

The implementation of this policy will be monitored in the following ways:

- * **Systematic tracking of every pupil throughout the school for both progress and attainment.**
- * **Subject leaders will collect and analyse assessment data within their subject and make a record of specific areas of strengths/weaknesses.**
- * **The SMT collates teacher assessment data termly in order to analyse the attainment and pupil progress in order to inform next step planning.**

This policy is reviewed every 3 years.

Knowing our Marking symbols in English

- **NS** – This means Next Steps – what we have to do next in our learning.
- **SP** – This means Spelling – please check if your words are spelt correctly.
- **SC/C** – This means Self Correct or Correct your work if you have an incorrect answer.
- **//** - This means a New Paragraph in your work should have been started. Remember to indent!
- **CT/TA** – This means you worked with your Class Teacher or a Teaching Assistant to complete the work.
-  - This means you need to look closely at your Punctuation.

Knowing our Marking symbols in Maths

- **NS** – This means Next Steps – what we have to do next in our learning.
- **SC/C** – This means Self Correct or Correct your work if you have an incorrect answer.
- **CT/TA** – This means you worked with your Class Teacher or a Teaching Assistant to complete the work.