



Marking and Feedback Statement

Rationale

Marking and feedback is an integral part of learning; at Checkendon C.E. Primary School we provide marking and feedback that is responsive to individual needs. Our *learning talk* and written comments enhance children's learning by acknowledging successful learning, addressing misconceptions and offering guidance on how work can be improved. We recognise that learning talk (oral feedback and marking in the moment) during lessons is the most powerful way of moving on children's learning. We allow children time to develop self-reflection and to evaluate their work against the shared learning objectives.

Marking and feedback

- shows children that their effort is valued and what they need to do next
- improves children's confidence in reviewing their own work and setting next steps in learning
- indicates how a piece of work can be improved against assessment criteria
- aids curriculum planning, identifying pupils who need additional work or more of a challenge
- helps pupils develop an awareness of National Curriculum expectations for their age group
- ensures set tasks have been carried out and completed

Quality Feedback and Marking

Learning talk ('responsive teaching') is the most powerful form of feedback for children and has maximum impact when pointing out successes and improvement needs against the learning intention. It is usually interactive and developmental and is indicated by a learning talk stamper in the child's book. The effect of a teacher's intervention will be seen in a child's response in moving on to the next learning step.

Written feedback is legible and clear in meaning and developmental (children find out how they are getting on and what the next learning step will be); it provides children with prompts to foster learning and improvement suggestions.

To foster the development of pupils as independent learners, with an awareness of their own strengths as well as ways to improve (learning targets) we:

- make children aware of the learning intentions of tasks and criteria against which their work will be marked
- match tasks to learning needs of individual children and mark these appropriately
- acknowledge achievement and highlight areas for development
- link marking and feedback directly to the learning intention of the task
- prioritise giving feedback during lessons (learning talk) over marking books afterwards
- provide opportunities for children to assess their own learning and progress through self-assessment
- allocate time for children to reflect on written comments and use these to improve their work
- provide a range of oral, written, formal and informal feedback, given on an individual or group basis



Marking: Classroom Practice at Checkendon C.E. Primary School

The following systems and procedures ensure high quality marking and assessment:

- Books show evidence of the impact of high quality feedback; tasks are marked in relation to the planned learning intention or next steps which have been specifically taught
- Written comments are in blue ink
- Learning intentions are recorded for learning in all curriculum subjects; unless referred to in written comments, the colour code system contained in Appendix 1 of this policy is used to record the degree to which the learning intention has been met
- All staff mark tasks using the agreed symbols and colours shown in Appendices of this policy; this ensures consistency across the school
- Sensitivity is shown towards the children's efforts and longer comments will usually include something positive as well as developmental comments followed through with a suggestion or reminder for how to improve
- Extended writing tasks include time for giving children feedback which includes reviewing their current writing target
- Sharing and marking with the whole class is helpful as it empowers the child to review their own learning and identify improvements they need to make for themselves
- Children will have regular opportunities to self-mark/evaluate and peer-mark/evaluate against shared learning intentions. See Appendices
- Feedback given on learning is followed up by the teacher to ensure that the improvement happens and is sustained

Presentation of work

We have high expectations in presenting all work which includes display, worksheets and teacher's writing. All written work is dated.

Children in KS1 and KS2:

- use sharp pencils/ appropriate pens, cross out using a single line; in maths, one digit per square
- in Year 2, children begin to use continuous cursive handwriting
- from Year 3, children write using continuous cursive handwriting
- learning intentions in the form of an objective or a question are recorded



Appendix 1 Learning Intentions and Colour Coding System

Blue: Child has not achieved learning intention/ child's work highlighted to show areas for improvement

Green: Child has achieved fully the learning intention/ child's work highlighted to show effective learning

Yellow: Child has made a spelling error and writes corrected word under the completed piece of work

Appendix 2 Marking Symbols

P circled: presentation pupil rewrites or redraws the section indicated

T circled highlighted in blue: instruction to talk to the teacher to find out how to improve (teacher initials)

Improvement Suggestions: an improvement suggestion is written by the teacher to help the child know how to make a specific improvement. The change is then made at the end of the work or in the next piece of work.

Reminder Prompt reinstates the learning intention: (L.O. To be able to express the characters feelings) Example How do you think he felt?

Scaffolded Prompt the teacher decides what they would like the pupil to write then finding a way of handing it back to the writer: Example He was so surprised that he.....

Example Prompt models a choice of possible improvements but asks if the child has an idea of their own: Example Choose one of these or your own He couldn't believe his eyes or He ran around in circles looking for his friend, feeling very confused.

Appendix 3 Children's Self Evaluation against learning intention

Pupils are encouraged to reflect on their learning and may use 'thumbs up' or other strategies to feedback self-evaluation to teachers. Older children use 'traffic lights' (small coloured circles or squares red, amber, green) to indicate their evaluation of how successfully they have met the learning intention.

Appendix 4 Annotation to show marking context

PA circled: peer assessment

SA circled: self-assessment

T circled: verbal feedback given (teacher initials)

Appendix 4 Annotation to show learning context

I circled: independent learning

AL circled: adult led learning

S circled: supported learning