

Ballylifford Primary School



Marking for Improvement & Feedback Policy

Marking Statement

At Ballylifford Primary School, we believe that marking is an essential, integral part of learning and assessment. We believe that marking is about responding appropriately to pupils' work. Some of this is found in books and on presented work, but much of pupils' practical work, and their learning experiences, results in verbal feedback. It is, therefore, important to focus on feedback as a whole, rather than on written annotations and comments only. Marking for improvement and feedback is an important personal communication between teacher, child and home which reflects the positive caring ethos of the school and promotes learning and achievement.

"Assessment which is explicitly designed to promote learning is the simple, most powerful tool we have for both raising standards and empowering lifelong learners."

(Beyond the Black Box, Assessment Reform Group, 1999)

It is important for teachers to have a shared understanding of, and a consistent approach to, the provision of **feedback**. The nature and quality of feedback is crucial to improving pupils' learning. Effective feedback can significantly raise pupils' self-esteem and their performance.

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with this policy and to apply it consistently.

It is important to provide constructive and specific feedback to children, focusing on success and areas for improvement. This enables children to become reflective learners whilst being given advice on how to close the gap between their current achievement and the next steps in their learning.

Effective marking aims to help children learn; its aim should not be to find fault, but to guide a child forward in his/her learning. Marking allows the teacher to show that a child's work is valued and that there has been an audience for the work. Children should know that it is acceptable to make mistakes - making mistakes is one of the ways we learn. Mistakes should be corrected where appropriate, but not erased. It is rarely appropriate for children to be made to repeat, or copy out large quantities of work.

Developing an AFL culture in our school, will embrace the notion that everyone can have areas for **improvement**, even the best. With its emphasis on effort rather than ability, supportive feedback builds self-confidence and sends a clear message to pupils that everyone can improve.

The policy must be:

- Consistently applied by all staff.
- Manageable
- Effective
- Reviewed on an annual basis

What is the purpose of Marking and Feedback?

- To acknowledge, encourage and reward children's efforts and attainment.
- To help children to review, edit, revise and reflect on their work.
- To help children develop an awareness of the standards they need to attain in order to fulfil their potential and aid their future learning
- To create a classroom environment which fosters improvement.
- To provide appropriate feedback (both positive and constructive)
- To ascertain the level children are working at, to inform planning and future learning.
- To identify children who need additional support or more challenging work.
- To assess children's performance against learning outcomes.
- To provide evidence for Assessment and Record Keeping.
- Help inform parents and external agencies about children's progress and achievement.

Principles of marking

- Children should be made aware of learning intentions through use of WALT board for Numeracy, Literacy & WAU lessons.
- In certain lessons children should be made aware of the success criteria (WILF) against which their work will be marked.
- The learning needs of individual children should be taken into account when work is marked.
- Sensitivity should always be shown towards children's work and comments should be positive where possible.
- Developmental comments should be followed by a suggestion or a reminder for improvement in the next piece of work.
- Work should be marked so that achievement is acknowledged, suggestions for the improvements are offered and teaching points are highlighted.
- Marking and feedback should be immediate as possible.
- Marking and feedback should be directly linked to learning intentions. (WALT)
- Marking and feedback may be oral or written and formal or informal.

- When marked work is returned to the children, they should be allowed time to reflect on it and respond to feedback.
- Where possible, work should be marked with children - either whole class, group or individually.

Monitoring

The school's co-ordinators will review written feedback and monitor samples of books termly, to look at:

- Clarity of comments (language used and legibility)
- Appropriateness of improvement prompts

The **oral prompt** to be used in Foundation Stage.

The **reminder prompt** is simply a reiteration of the learning objective (most suitable for more able children).

The **scaffolded prompt** involves the teacher deciding what she would like the child to write, then finding a way of handing it back to the child (a question, a directive or an unfinished sentence).

The **example prompt** models a choice of possible improvements, but asks if the child has an idea of his or her own. This is extremely successful for all children, especially average or below average children.

- Pupils' responses reflected in the form of improvements.(Refer to Page 1)

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Pupils can make improvements in one example to justify they have corrected their mistake and achieved the learning intention. (WALT)

Pupils can make self-improvements with their work after they or the teacher have highlighted it in blue pen/marker using the following symbol.



Feedback Strategies

Below are a range of feedback strategies which teachers and children will employ depending on subject, age, ability and task:-

Oral Feedback

It is important for all children to have oral feedback when appropriate from the adult working with them. The adult should initially talk to the child about how he/she has met the learning intention and then question the child about a specific part of the work. This may be to aid a child's understanding or to extend the child's learning. The majority of feedback given to foundation stage children will be verbal but when appropriate **GREEN** and **BLUE** colours will be used to identify successes and next steps. Foundation stage children can be encouraged to self-evaluate by using traffic lights and smiley faces.

Summative Marking/Feedback

This usually consists of ticks, underlining or circles and is associated with closed tasks or questions where the answer is either right or wrong. This can also be marked by the children (depending on age), as a class or in groups.

Green for Good, Blue Redo

Teachers where appropriate use green and blue pens when marking to indicate to pupils when the teacher is pleased with a particular aspect of a child's work (**Green for Good**) and to highlight areas that need attention (**Blue Redo**).

Formative Marking/Feedback

Not all pieces of work can be marked in great detail. Teachers need to decide which pieces of work will be given detailed attention.

Feedback may focus first and foremost on the learning intention of the task. The emphasis in marking should be on success and ways to facilitate improvement when measured against the learning intention.

Celebrate success with comments like:

- Well done! I like the way you have
- This is a good piece of work because.....
- Good. You have.....
- Excellent. You really know how to

Secretarial Features

Spelling, punctuation and grammar should not be marked in every piece of writing. Children cannot effectively focus on too many things in any one piece of work.

However, appropriate elements and those which have been taught should be highlighted; for example, if the children have been focusing on verbs in the past tense in a recent lesson and a mistake is made in independent writing, then this should be pointed out to the child.

It is always important to highlight that the focus is mainly on the learning intention (WALT) and that oral feedback can be offered on secretarial features.

Self - Assessment

By Primary 2 Children should begin to evaluate their own work and demonstrate how well they are learning by using the traffic light symbols at whole class plenary or individual colouring of traffic lights stickers. This particular strategy can be implemented at all Key Stages.

- **Red - I found this tricky, I am learning something new.**
- **Orange - I think I have done well, it made me think. I am learning.**
- **Green - I found this work easy. I need more challenging work.**

Peer Assessment

Golden rules for children marking with a response partner

- The roles of both parties need to be clearly defined and they need to be reminded that the focus of their task is the learning intention.
- Both partners should be roughly the same ability.
- The pupil needs time to reflect on and check his or her work before a response partner has the opportunity to observe it.
- The response partner should begin with a positive comment about the work
- Children must both agree the areas for improvement.
- The pupil should make written comments on his or her own work, as a result of the paired discussion. The only writing necessary would be the identification of successes and the improvement itself
- The response partner should ask for clarification from the pupil if unsure about any piece of the work.
- An example of peer assessment by the teacher maybe necessary on occasions to inform the pupils of what is expected.

Marking Partnerships Agreement Contract

- **Respect** our partner's work because they have done their best to achieve the learning intention and their work should always be valued.
- **Tell** our partner the good things we see in their work
- **Listen** to our partner's suggestions because we are trying to help each other improve our work and achieve the learning intention.
- Always be **positive and clear** in our suggestions.
- Get our partner to **talk about** what they have achieved in their work and can they identify any necessary improvements.
- **Be fair** to our partner and never embarrass them if they have not achieved their learning intention.

Each Marking Partnership Agree contract is to be signed by all pupils at the start of each academic year and displayed in the classroom as a reminder to all pupils.

Marking Codes

WALT = A	Learning intention achieved.
WALT = MA	Learning intention mostly achieved.
WALT = PA	Learning intention partly achieved.
WALT = NA	Learning intention not achieved.
	Target (teacher writes suggestion for improvement)
^	Omitted word
MWP	Marked with pupil
MWG	Marked with group
Peer Assessment	Indicates marked by child when discussed with partner.
	Word to be corrected is underlined.
	
GREEN PEN	Highlights the good work achieved linked to WALT.
BLUE PEN	Identifies areas of improvement in pupil's work.
8/10	Score written on test.
	Inserted where a new line should begin.
	Circle to indicate upper/lower case error
	Two Stars and a Wish
	Improvements Symbol to instruct pupils to make corrections.

Ballylifford PS Marking Motto

'Green for Good. Blue Redo'

Traffic Light peer and self-evaluation sheets to be made available for all pupils to stick into their class books or worksheets as evidence.

An enlarged copy of the marking codes should be on display in each classroom.

The purpose of marking and providing feedback is to further the learning of every child.

Approved by Governors date:

Signed: _____ Chairperson

_____ Vice Chairperson

_____ Principal