



MARKING POLICY

Introduction

'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)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our schools to benefit primary aged children. Effective feedback given to children through marking and reviewing work will provide constructive steps for every child to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Aim

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

Effective marking and feedback is integral to good teaching and learning processes. By empowering children 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 child what they have done well and what they need to do to improve.
2. Support the child's confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each child as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the schools to teach children to respond to feedback, self-assess and evaluate their own learning.

Process

Four types of marking and feedback occur during teaching and learning

- Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a child or in on a group basis. For younger children this can be noted down to record the feedback and response process.
- 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of children's work.



- Developmental Marking in which incisive feedback on attainment and success is given and response from children is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- Self-assessment and peer assessment of the attainment and success of a piece of work.

Non-negotiable Procedures for Marking

- Learning Objective ~ use an 'I can statement' e.g. I can subtract a 3-digit number by a 2-digit number.
- This needs to be stuck in their book. Older children could write the learning objective.
- At this point they need to talk to their talking partner about the learning objective.
- *If a child is absent the 'I can' statement should still be stuck in and then a note saying the child was absent.*

3 step marking:

1. 'You have worked hard' (Behaviour for learning comment)
2. 'You are able to..../not able to...' (Comment against the learning objective)
3. 'You now need to...' (Moving on)

Children need to have time to respond to their marking ~ Response tray (Morning activities time ~ check tray before they go to their morning activities)

- You will be working with a group so they should be marked while working with the group (OF)
- Group working with the TA ~ encourage them to write a note in their book.
- The rest of the books are the ones you take in and mark using the 3-step marking.
- Over the course of a week you need to be visiting each group.
- 2 stars and a wish for Literacy and dots for a misconception in Numeracy.

This policy sets out the procedures agreed by the schools to ensure a consistent and impactful approach to Effective Marking and feedback at The Bridges Federation.