

Houghton Conquest Lower School Marking and Feedback Policy

Rationale

This policy has been created by all teachers at Houghton Conquest Lower School to promote consistent standards of marking; a common method to support our pupils' learning across the school.

Marking is for a purpose. It is to provide constructive and specific feedback to pupils against the lesson's main learning objectives, success criteria and individualised targets. It highlights the successes the pupil has had and shows ways in which they can move their learning forward. It shows the pupil that their work is valued. For the teacher, it provides an on-going diagnostic record of achievement and a method of assessment to inform future planning. Marking pupils' work is an important professional activity.

This policy shows progression in marking from the Foundation Stage through to Year 4.

Aims

Marking and Feedback will...

- Relate to the planned learning objectives, success criteria or pupil target.
- Provide regular, clear and effective feedback about how to improve on the work they have done as this helps to close the gap between the pupil's current achievement and the next steps in their learning (scaffolding comments).
- It may challenge the pupil further; taking their learning to the next level.
- Offer opportunities for pupils to reflect upon their learning.
- Recognise, encourage and reward the pupil's efforts and progress.
- Be formative to inform future planning and target setting. It should support teachers' evaluation of a lesson and modify their teaching by identifying whole class issues in understanding.

Practices

Foundation Stage

Marking and Feedback in the Foundation Stage will...

- Relate to the lesson's learning objective and / or success criteria.
- These will be frequently shared with the pupils through the use of the IWB to make pupils aware of the lesson intention.
- Be discussed with the pupil, where written marking is not appropriate. This will be to share the pupil's successes and how to take the next step in their learning.
- Be immediate or on-going during the activity.

- Use symbols to support marking (a smiley face, tick) and feedback, making it accessible to pupils.
- When self-assessing work, pupils will use a smiley face 😊 or a straight face to indicate how they feel about their work. If they are working with an adult, the adult will discuss this self-assessment with the pupil.

Later in the summer term, Foundation Stage pupils will be introduced to the 'marking system' which is used in Key Stage One and Key Stage Two.

Key Stage One and Key Stage Two

Marking and Feedback in Key Stage One and Two will:

- Relate to the Learning Objective, Success Criteria or the pupil's individualised target.
- In the Autumn term the LO will be shared with the children and referred to as 'We are learning to' (WALT) initially and in the Spring term this will be replaced by LO (learning objective). At the start of the Spring term the teacher should have both 'we will need to' and 'LO' display whilst the children adapt and solely use LO in the summer term.
- In the Autumn term the success criteria will be referred to as 'We will need to'. Over the course of the Spring term the words 'success criteria' will be introduced and solely used in the Summer term.
- The use of a highlighter to focus the pupil in correcting any mistakes or misconceptions they may have made. Comments will be written in a positive and constructive way.

Negative comments do not support the HC values of respect and our ethos of 'mistakes are good, it's how we learn' and one of our Golden rules: 'We are kind and helpful - we do not hurt anybody's feelings'.

- Be discussed with the pupil, where written marking is not appropriate. This will be to share the pupil's successes and how to take the next step in their learning.
- Mark the work that is correct with a tick, sometimes a double tick where they have responded well to a previous request or the pupil has exceeded expectation and a • when a tick cannot be given. Use of a tick with a 'c' for answer corrected.
- When pupils are self-assessing their work, they will use either a smiley face 😊 or a straight face, indicating how they feel their learning progressed. In Key Stage 2, pupils will also be encouraged to write a comment. Teachers can respond to this in their marking.
- Be given time to respond to marking. (Yr 1: when working with an adult. Yr 2: either when working with an adult or, if appropriate, independently).
- Where an adult has supported group work, they will mark the pupil's work as 'T.A Assisted' or 'adult supported' through the use of a stamp or hand-written note.

General Practices

- Some of the best marking is immediate and on-going as they proceed through the work within the lesson.
- Teachers may use black or blue or green pens to mark.
- Red pen will not be used.

- Teaching Assistants will be trained to mark work by classteacher particularly for the children / group they are supporting during the lesson. The classteacher will model good practice for their TA and provide them with the correct equipment.
- Comments will be made in an appropriate space on the page, avoiding covering pupil's work.
- Pupil's work needs to be quality marked by the teacher at least once a week.
- Stickers / Stamps may be used to acknowledge pupil's efforts.
- Reminder use of Highlighters to aid pupil's common mistakes.

Monitoring and Evaluation

At Houghton Conquest Lower School, we will strive for effectiveness and consistency by...

- Curriculum Team Leaders, (Creative, K of W and Essential) will monitor marking and feedback during Leadership / pre-organised time. It will be evident from written work and conversations with pupils whether marking is supporting progression.
- Conducting annual learning walks including book sampling especially where this links with a School Development priority, governors will also use a template to support the monitoring of the schools marking policy during LW only. (e.g. 2013/14 Maths Learning Walk)

This policy will be reviewed annually by the Headteacher, staff and Governors.

Signed:

Jo Randall
Chair of the Governing Body

Reviewed: June 2014