

Lamberhurst St Mary's CE (VC) Primary School

Feedback and Marking Policy

INTRODUCTION

Feedback of children's work is a fundamental part of the process of Teaching and Learning in our school and is an important part of our assessment processes. Feedback demonstrates a respect for the work produced and indicates the ways in which the individual pupil can improve. Feedback will also encourage the pupil to look at errors in a positive manner developing self confidence, raise self esteem and is in line with the school's positive approach to self assessment.

This policy forms a vital part of our Teaching and Learning Policy

Feedback and Marking may take the following forms:

- Verbal feedback from an adult
- Discussion between an adult and a pupil
- Discussion between pupils
- Written comments/ symbols by an adult
- Written comments/ symbols by a fellow pupil or themselves
- An acknowledgement tick symbol by an adult
- Sticky/postit notes written by TA and stuck into pupil books or Assessment record books

The Feedback and Marking methods described in our policy are sometimes referred to as 'ROSI Marking'

RESPONSE:

Pupils receive a response to their efforts

OBJECTIVE:

Feedback/Marking is made against a Learning Intention/Objective that has been shared in child friendly language

SUCSESSES:

Particular successes against the LI will be noted

IMPROVEMENT:

Pupils will be given clear descriptions and guidance about how to improve their work.

AIMS

- To help pupils to improve the content and the quality of their work
- To recognise, value, encourage and reward pupil's effort and achievement and celebrate success.
- To indicate strengths and weaknesses and to show the pupils what they need to do next in order to improve.
- To provide evidence and information for teacher assessment in respect of National Curriculum levels.
- To provide teachers, teaching assistants and parents with an indication of a pupil's progress.
- To provide an effective way of keeping the pupils focussed and encouraging self assessment and self correction.

PRINCIPLES

Research demonstrates that the most effective form of feedback is immediate and verbal, closely related to how improvements against the Learning Intention can be made. Verbal feedback has maximum impact when pointing out successes and improvements needed against the Learning Intention.

At Lamberhurst St Mary's agreed feedback and marking symbols are displayed clearly in every classroom and should be used by all adults.

Dialogue between Teaching Assistants and Class Teachers (including Supply Teachers) in respect of verbal feedback is vital. Supply Teachers should leave a brief written record of significant verbal feedback given to pupils for the Class Teacher.

Feedback and marking should:

- Be manageable for teachers and teaching assistants
- Be oral and/or written according to the age and ability of the pupils
- Relate to learning intentions and success criteria
- Involve all adults working in the classroom
- Include where appropriate a reminder prompt, a scaffold prompt or an example prompt
- Allow pupils specific time to read, reflect and respond to verbal comments and written prompts
- Be accessible to children i.e. In clear handwriting using child friendly and age appropriate language
- Give clear strategies and examples for improvement

Guidelines

- Not all pieces of work can be 'Quality Marked' all the time but where it takes place the adult will highlight areas or places where the pupil has demonstrated a good example against the Learning Intention/Success Criteria or where improvement is needed
- A comment will focus the pupil in 'closing the gap' between what they have achieved and what they could achieve

Feedback and marking Improvement Prompts

Reminder Prompt

Most suitable for more able pupils. This simply reminds the pupil of what could be improved.

E.g. *Say more about how you feel about this person*

Most adults write this kind of prompt for all pupils. Most pupils need more than just a reminder prompt.

Scaffolded Prompt

Most suitable for pupils who need more structure than a simple reminder, this prompt provides some support.

E.g. *A question: Can you describe how this person is a good friend?*

A directive: Describe something that happened to show you they were a good friend

An unfinished sentence: He showed me he was a good friend when..... (finish this sentence)

Example prompt

Extremely successful with all pupils but especially with average or below average children, this prompt gives the pupils a choice of actual words or phrases.

E.g. Choose one of these or your own: *He is a good friend because he never says unkind things about me.*
My friend is a friend because he is always nice to me.

Remember these strategies will only be effective if pupils are given time to make improvements and respond to comments made.

Self Assessment

Within each lesson opportunities should be made for pupils to self evaluate their own progress against the Learning Intention/Success Criteria. This can be achieved in a variety of ways:

E.g. Pupils give their teacher/TA a 'Thumbs up'/'Thumbs in the middle'/'thumbs down' action

A smiley face/sad face drawn on their page

A 'Traffic Light Circle' drawn on their page

Questions which Teachers and TA's could ask to promote Self Assessment:

- What are you most pleased about learning to.....?
- What really made you think while you were learning to.....?
- What helped you when something was tricky about learning to.....?
- How would you do things differently next time?
- How do you think you could use what you have learnt today in the future?
- What have you learnt that is new about.....?

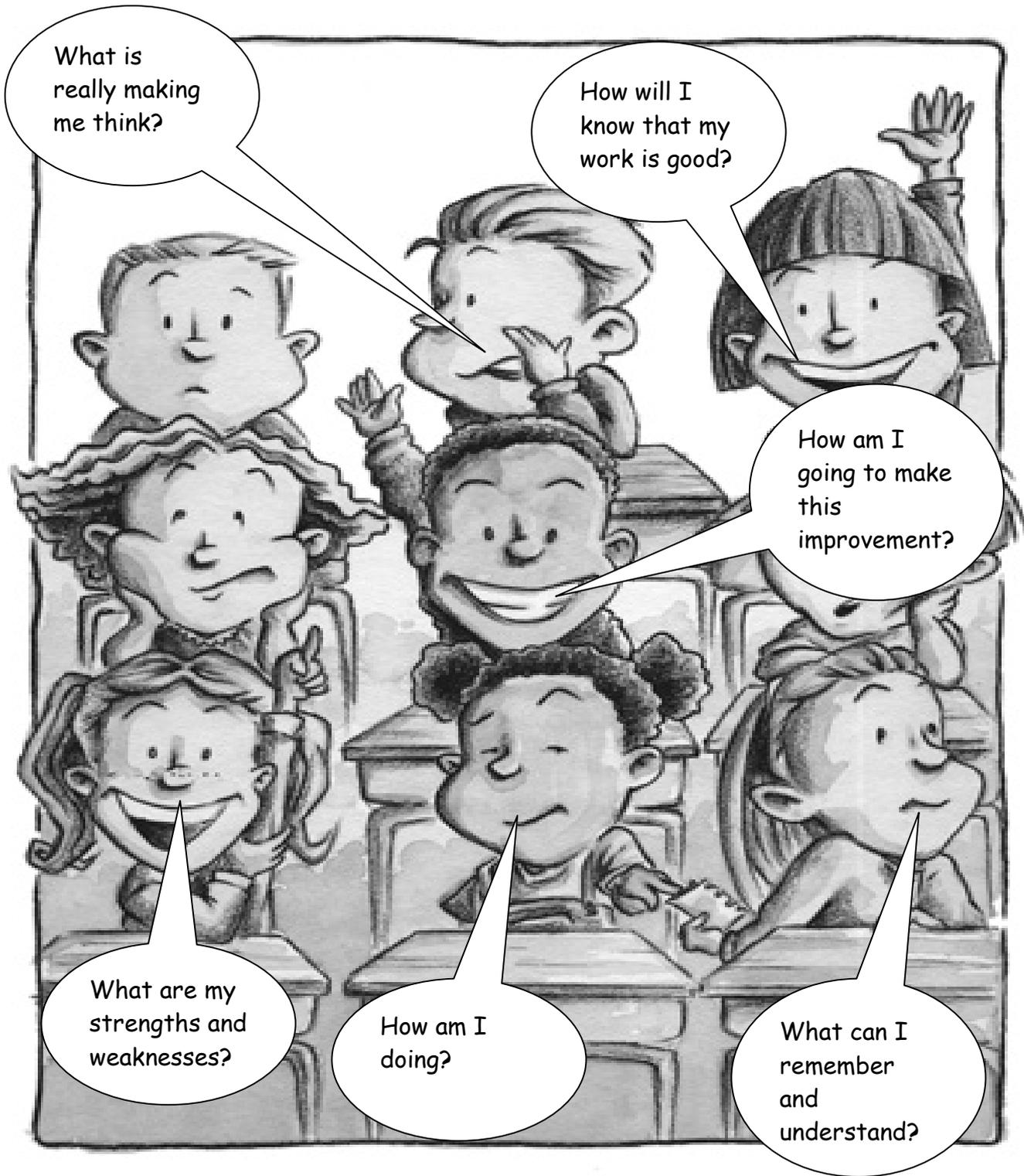
Self Evaluation Prompts which pupils could use to develop their meta cognition skills:

- I liked.....
- I learned.....
- I think I will.....
- I never knew.....
- I discovered.....
- I was surprised.....
- I still wonder.....

Peer Assessment

Pupils should also be given regular opportunities to engage in Peer Assessment and in so doing develop their skills of collaboration. These need to be carefully and skilfully modelled in order to safeguard self esteem. They will need to be given training and examples of how to give an improvement suggestion (a wish) to their peers. This can take the form of either a discussion/comment or a written comment in pencil.

Pupils will also be given training and examples by their teacher/TA on how to highlight particular successes in an activity (a star). *Refer to Feedback/Marking Symbols page.*



What is really making me think?

How will I know that my work is good?

How am I going to make this improvement?

What are my strengths and weaknesses?

How am I doing?

What can I remember and understand?