



THE ARRETON AND OAKFIELD FEDERATION

MARKING AND FEEDBACK POLICY

2016 - 2018

LEARNING COMMITTEE

Date approved: 16th June 2016

Agenda reference: 9

Policy Review Date: JANUARY 2018

The Arreton and Oakfield Federation

Marking and Feedback Policy

Oakfield CE Primary School - 'Everyone will be given the opportunity to shine'

Arreton St George's CE Primary School - 'Room to grow'

1 Introduction

At The Arreton and Oakfield Federation we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our feedback we will help children develop the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate, effective feedback and marking has a direct positive impact on the learning experiences and progress of children.

We will take a professional approach to the tasks of marking work and giving feedback. There will naturally be some differences to the style of marking and feedback given to children of different ages, and within the two schools, however all children are entitled to regular and developmental feedback on their learning. We see marking and feedback as an essential part of the learning and assessment process.

2 Aims and objectives

We believe that people learn best when they are given clear direction on how to improve. Across the federation we aim to provide a learning environment that allows children to respond positively to feedback in order to develop their skills and abilities effectively.

We mark children's work and offer feedback in order to:

- Show children that we value their work, that we have high expectations, and that we encourage them to do the same.
- Boost children's self-esteem and confidence through appropriate use of praise and encouragement together with clear direction on how to improve further.
- Give children feedback on their progress, including clear guidance and specific information linked to their personal targets, including their Pupil Profile where appropriate. Our marking and feedback should enable all pupils to acquire the highest levels of understanding, knowledge and skills in all areas of the curriculum.

- Use feedback and marking to encourage and promote self-assessment. Children should be encouraged to become confident, resourceful, and independent learners who recognise the areas of learning they need to develop and seek and accept guidance from others.
- Gauge children's understanding and identify any misconceptions.
- Provide a basis for both summative and formative assessment.
- Provide us with ongoing assessment which directly informs our planning.

3 Principles of marking and feedback

The process of marking and feedback should be a positive one which recognises the efforts made by the children.

Marking and feedback should reflect the learning intention and aid the learning process for the children.

The children should be able to understand and respond to the comments made (verbally or written), and should be given time to do so. Wherever possible feedback should be given at the point of learning and may often be verbal. However, where written feedback is used and a child is unable to read or respond in the usual way, other arrangements for communication should be made.

Feedback and intervention should be appropriate to the ages and abilities of the children, and will vary across year groups and key stages.

Feedback and intervention will generally focus on only one or two key areas for improvement at any one time.

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the children in their own learning. This will include sharing the expected learning outcomes and key expectations of lessons with the children. Our feedback should encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn - what helps them learn and what makes it difficult for them to learn.

Whenever possible, marking and feedback will directly involve the children. The younger the child, the more important it is that feedback is oral and immediate.

The marking system should be constructive and formative. A general formula to follow is: 'praise, advise clearly and constructively on improvement, more praise'.

Mutual trust should be established in order for one-to-one feedback to be most effective.

Marking and feedback can be given by teachers, teaching assistants, other adult helpers and peers.

Marking and feedback should address children's key learning difficulties. It should be informative and developmental.

Where errors have been made by many, they should be noted in planning and used to inform future lessons rather than being the subject of individual feedback to children.

Marking and feedback should, wherever possible, be done before the next lesson in that subject.

4 General advice

When responding to children's learning we will focus on motivating the children and on building on their skills, knowledge and understanding of the curriculum. The main objective of marking and feedback is not to find fault, but to help children learn.

We will have high expectations of all children, and our marking and feedback will reflect this. However a balance must be achieved. Children should not perceive that things are right when they are not, but equally they should not be discouraged from being adventurous for fear of having faults emphasised.

When marking and feeding back on work for children with special educational needs we will give due regard to information and targets contained in the children's Pupil Profile or Educational Health care Plan (EHCP).

Each class/Key Stage will agree clear expectations on presentation, eg: date and title for all pieces of work, ([see Appendix A](#)), and teachers will ensure that children are keeping to these expectations. Teachers will model expectations where appropriate, using peer examples if possible.

Teachers marking and feedback will reflect the teachers' professional judgement. Consideration should be given to the child's capability, their next learning stage and what aspect should have priority in order to help the child progress.

Generally, to encourage a positive response, any negative comments should be followed up by a constructive statement on how to improve.

Marking and feedback is seen as an ongoing dialogue which is developmental. Where children interact in the marking process, they will be all the more engaged and receptive to improvement.

The approach to use of symbols is agreed at each school and regularly revised (see individual schools for their guidance). Wherever possible links should be established

between oral and written praise and the class and school rewards systems. However, it should be remembered that 'stickers and stars' in themselves do nothing to progress understanding or bring about learning.

Self and peer evaluation are encouraged as part of the learning process. Children are encouraged to assess their own work ahead of adult feedback wherever possible, using prompt sheets and their individual targets as appropriate. This helps children to be self-reflective at each step of their learning. Children are encouraged to indicate where they have achieved a particular learning outcome and to use peers to support this process. Every class will establish a 'learning wall' to encourage this approach. At all times, marking and feedback will reflect our wish to treat the children with kindness and respect. We treat children fairly and give them equal opportunity to learn and improve.

5 The role of governors

- Our governors approve, support, monitor and review the school policies.
- They will monitor how effective marking and feedback strategies are in terms of raising pupil attainment and achievement. They will do this through receiving reports from subject leaders and the Head of School, through their involvement in work sampling and other curriculum monitoring activities both within and across schools, through using in-service training sessions as appropriate and through monitoring data.

6 The role of parents

- We believe that parents have a fundamental role to play in helping children to learn. We will encourage parental understanding of our marking and feedback systems through the termly individual parents meetings.

7 Monitoring and review

We will review our policy biannually.

Signed:

Date: February 2016

Governors Minute Ref:

Committee: