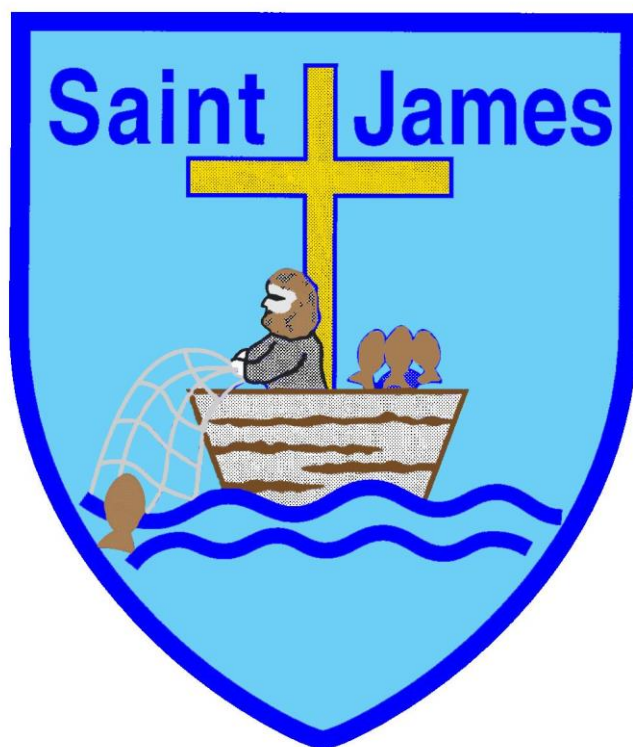


Altham St. James' CE Primary School



Response, feedback and marking Policy

Our mission statement is at the heart of all we do:

- Always be the best you can be
- Respect the world and everyone in it
- Love, forgive and reconcile

John 15:12 “Love each other as I have loved you”

The characteristics of assessment that promote learning:

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with pupils.
- It aims to help pupils to know and to recognise the standards they are aiming for.
- It involves pupils in self-assessment.
- It provides feedback, which leads to pupils recognising their next steps and how to take them.
- It is underpinned by confidence that every student can improve.
- It involves both teachers and pupils reviewing and reflecting on assessment data.

**(Inside The Black Box 1999
Black and William)**

GENERAL PRINCIPLES OF RESPONSE, FEEDBACK AND MARKING AT OUR SCHOOL

We recognise that effective response, feedback and marking are crucial to the assessment process and, if done effectively, can enable children to become independent and confident to take the next learning step. At Altham St. James' we recognise that all feedback and marking should be meaningful, manageable and motivating and used alongside other practices to inform teachers, create positive pupil outcomes and drive future planning.

To ensure that it is effective, manageable and empowers the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Develop an ethos of being able to readily identify achievements and proud moments.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that the learning needs of individual children are understood and work is matched and marked appropriately.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- Provide opportunities for pupils to assess their own and each other's work, and give feedback as appropriate.
- Ensure children are praised when they focus their comments on the learning objective for the task. Self-esteem is the most significant factor in being a successful learner. High teacher expectations can only be fulfilled with parallel measures to develop self-esteem.
- Provide children with time and opportunities to act on the feedback they are given.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.

- Ensure that teachers use the information gained through marking, together with other information, to adjust future teaching plans.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- Ensure that pupils understand their achievements, and know what they need to do next to make progress.
- To help pupils develop an awareness of the standards they need to reach in order to achieve age expected standards.
- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.

Feedback can take the form of spoken or written marking, peer marking and self-assessment. It is designed to impact on pupil motivation, progress and outcomes. At Altham School, teachers will use their professional judgement regarding the best feedback to use at any given time.

1. Oral Feedback

Oral feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children: feedback from the teacher, to the teacher, and from and to peers. The language of the classroom has an enormous impact on the children and should create an ethos where speaking freely about learning is good. Presenting difficulty as a necessary and exciting aspect of new learning, when communicated to children, leads to greater confidence and self-efficiency. Teachers' oral feedback needs to be focused mainly around the learning intention of the task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class.

2. Distance Marking

Marking should be positive, clear and appropriate in its purpose - it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning. Most effective marking occurs when the work is marked together face-to-face, but if this does not occur, and the work is marked away from the child, you need to remember:-

- Can the children read your comments?
- Can the children understand your comments?
- Do you allow them time to read your marking?
- Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

3. Acknowledgement Marking

This is a courtesy look at the work, and may include a tick or an initial, that indicates that the work has been dealt with. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

4. Closed Exercise Marking

This is where the work is marked together, and therefore fewer examples of the work have been given. Learning is the priority, and misconceptions or errors are shared, and not reinforced. Answer cards may be given to the children to mark their own work, if it has been differentiated.

This summative feedback/marking is associated with closed tasks, such as class spelling tests, and normally requires a tick or cross. Wherever possible, children will self-mark these activities or work will be marked as a class or in groups. Children will use a coloured pencil crayon to self-mark.

Personal, emotionally – based marking

These comments are only written at the teacher's discretion. Some children seek confirmation from the teacher that they are achieving, and this can be fruitful. An important element of marking is to acknowledge the work a pupil has done and to celebrate achievement. However, we acknowledge that too much feedback can takeaway responsibility from the pupil and reduce long-term retention and resilience building. Short, challenging comments or oral feedback can sometimes be more effective.

We need to encourage intrinsic motivation where the children identify their own successes first, then celebrate with them.

5. Paired Response

This is when two children discuss their findings, thoughts, ideas or answers together before giving a response to the class or the teacher. They can be paired, in mixed ability and ability groups. It engages all children in the lesson, develops collaborative and active learning, clarifies thoughts, and it makes it a 'safe to talk' environment. It can occur in the introduction, independent work and plenary. A response partner helps you with your work, tells you the truth about your work, and helps you to make your work better.

6. Quality Marking


This is when success and improvement needs are highlighted against the learning intention. Asking for some small improvement is rich in its impact on children's writing and their attitude to improvement and learning. This would not take place for every piece of work, and with training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. This approach can be done orally, especially with young children, as well as written. The focused improvement comment should help the child in 'closing the gap' between what they have achieved, and what they could have achieved.

The emphasis of the marking should be on both success and improvement needs against the learning intention. At Altham School, we will use the following colour-coded strategy:

1. ***Comment or mark in purple (perfect purple)*** conveys the meaning: *this is a successful aspect of your work. Please continue to use it!*
2. ***Comment or mark in green (green for growth)*** conveys the meaning that *this is an area for improvement or development or the next step towards success.*

Feedback marking, either verbal or written, is an interaction between teacher/teaching assistant and a pupil for moving learning on. The following codes are used:

Mark	Description	Meaning
VF	TF in green	Indicates a pupil has been given verbal feedback. Staff feel this mark is an important prompt to themselves and the child that an issue has been

		addressed
	Letter T in a circle - generally in green	Indicates to a pupil that they should seek to talk with the teacher
TA or T assisted	Scribed to acknowledge input	Indicates the work was done with assistance
Improvement:	Improvement is written in green followed by a prompt related to the success criteria.	This indicates to the child what they need to do next to move their learning on.

(a) Reminder Prompts

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

- Say more about James's character
- Explain this for me.

A reminder prompt: most suitable for brighter children, this simply reminds the child of what could be improved: 'What else could you say here? '

(b) Scaffolder Prompts

These tend to either (a) focus the child's attention on specifics or (b) delve deeper via two or more questions or statements. This is supportive and enhances the original writing.

- *What type of boy is James - good, bad, shy, excitable, kind? Or do you have your own idea?*
- *Describe what James would do if he heard unkind words about a friend.*

Most suitable for children who need more structure than a simple reminder, this prompt provides some support: 'What was the dog's tail doing?', 'describe the expression on the dog's face'

(c) Example Prompts

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

This prompt gives the child a choice of actual words or phrases: 'Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.'

Marking secretarial features: spelling, punctuation, grammar and handwriting should not be asked for in every piece of writing because children cannot effectively focus on too many things in one space of time. When work is complete, children will be asked to check for things that **they know are wrong in their work** when they read it through. However, they will not be told to correct all spellings, as they are likely to write further misspellings or waste time looking up words. Such features will only be emphasized in full assessment pieces or in redrafts for display.



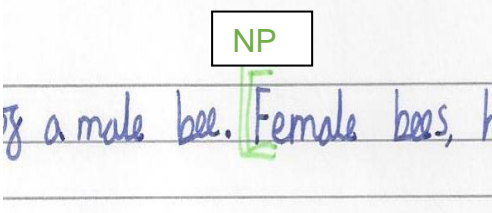
Children will be given feedback, which is related to the success criteria, and therefore some aspects of writing will be unmarked in certain pieces.

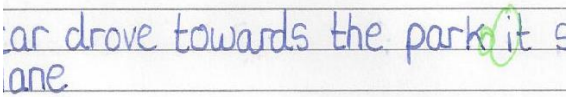

(d) **A further challenge**

Marking may include a further activity to embed learning, rehearse or apply a skill, or investigate a concept further or the child maybe expected to transfer the improvement suggestions to another piece of work in a new context.

7. Secretarial Marking

We use an established code-set for marking secretarial aspects of children's work (particularly writing) as follows:

Focus	Mark Code	Description	Meaning
Spelling error		Wavy underline	The correct spelling may then be placed adjacently by the teacher for the pupil to learn, or the code Sp placed adjacently indicating that the pupil should research and learn the correct spelling
New line required		Square bracket around the first word of new line	
New paragraph required		Bracket around the first word of new paragraph with the letters NP above.	

Incorrect or missing punctuation, including capitalisation error		Circle around omission or error	Pupils expected to insert punctuation or correct the error within the circle
Missing word		Up arrow in place where word is missing	The teacher may insert the missing word, or leave the arrow only, indicating that the pupil should insert an appropriate word.
To ensure consistency:	<p>Purple ticks/ writing indicates what is correct.</p> <p>Green dots/ writing indicates what needs improving.</p> <p>Children will do small fix-its in red pen (e.g. putting in capital letters/ adding one word)</p> <p>Large amount of editing will be done under the heading corrections or next steps in pencil or writing pen.</p>		

In principle, unless the piece of work is intended as a secretarially accurate piece as its main outcome, secretarial marking will not be allowed to dominate the lesson objective/success criteria, or become over-facing for the individual pupil.

8. Praise & Approval

Additional marks such as Team Point (TP) gained, Target Tick (you have attained one of your targets - please tick it off your list), or Merit Award can be added to children's work in any subject. Their use praises children for effort and achievement.

9. Self - and paired marking

We want to involve children as far as possible in the analysis and constructive criticism of their own work. We want children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work. This will lead on to response partner work as this involves the emotional dynamics between two children.

Stage 1: children identify their success

Stage 2: children identify a place for improvement

Stage 3: children identify their success and make an 'on the spot' improvement.

Ground rules need to be put into place when paired marking occurs. These could include:

- The pupil needs time to reflect on, and check his or her writing before a response partner sees it.
 - The response partner should begin with a positive comment about the work
 - The response partner should ask for clarification rather than jump to conclusions.
- **Self-marking:** *Children will be encouraged to self-evaluate wherever possible. Children can develop the ability to identify their own successes and look for their own improvement points. This is a good process to use in the plenary, enabling the focus to be on analysing the learning taking place.*
- **Shared marking:** *This strategy enables children to share each other's work and enables the teacher to model his/her marking process. Using a piece of finished work the teacher shares the learning intention and then begins to identify success areas. Numerous points can be made during this process. In reversing this process, can the children guess the learning intention from the identified successes?*
- **Paired Marking:** *Sometimes children can work with writing partners to mark in pairs. Before considering this it is important that:*
1. Children are trained to do this, through modelling with the whole class and watching the paired marking in action.
 2. Ground rules (e.g. listening, interruptions, confidentiality, etc.) are established and displayed in class.
 3. Children always point out successes first against learning intentions and not secretarial features.
 4. Pairings should be organized sensitively to ensure trust. The teacher best decides these.
 5. Dialogue between children is encouraged rather than them taking turns to be the teacher. They should discuss each other's work together.

Organisation and Practice

- Ensure that children provided with success criteria, which is related to the learning intention, so that they are clear about expectations.
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Continuously model good practice in feedback to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place.
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available.

- Complete distance marking which is accessible to children and manageable for teachers.
- Apply the system of codes and use BLP language which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and given opportunities to make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

Summary

At Altham School, marking will be meaningful, manageable and motivating and will be used alongside other practices to inform teachers, create positive pupil outcomes and drive future planning. We will:

- Ensure that oral feedback is an integral part of daily teaching.
- Ensure that work will be marked, in the most appropriate ways, on a frequent and regular basis with the focus of moving learning on.

Reviewed and agreed by staff September 2024