

YSGOL GYNRADD



## Marking/Feedback Policy

# **YSGOL GYNRADD ALBERT PRIMARY SCHOOL**

## **MARKING/FEEDBACK POLICY**

### **RESPONDING TO PUPILS' WORK**

Responding to pupils' work for assessment purposes can take many forms ranging from informal classroom discussions to detailed comments on a piece of work, and it may be done for a number of purposes.

It is important that the reason for commenting on a pupil's work is clear and explicit so that both the pupil and teacher are aware of the purpose of the activity.

It is essential for the pupils' self esteem to give them general praise and encouragement. The responses made to the pupils should be expressed in positive and supportive terms with the aim of reinforcing progress and success.

A major reason for assessing pupils' work is to provide feedback to help them improve their performance. Therefore pupils should be given helpful diagnostic or formative information.

- Diagnostic comments aimed at giving pupils guidance so they can overcome specific problems.
- Formative comments that provide pupils with a challenge and aim to explain what they need to do to make further progress.

### **MARKING WORK**

Our whole school policy for marking relates to the ethos of the school and the aims / objectives we seek to achieve in all the curriculum areas.

Each child's development requires an understanding of their needs and personalities and growth within a happy, caring community. To ensure this ongoing development and that each child realises their full potential, all marking must be positive, clear and appropriate in its purpose, productive in its outcomes and child centred.

We see the marking of all work throughout the curriculum as an expression of the child's own achievement as well as a method of guidance and highlighting teaching points.

### **The principles behind our marking policy are as follows:**

- Marking should be fair and consistently applied by all staff including newly appointed members to the team and supply staff.
- It needs to be positive, constructive and sympathetic without ignoring areas of difficulty.
- It needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
- Criteria (Success Criteria/Remember Tos) should be established before the work begins and / or while marking is done and where possible it should include a target setting element.
- Marking should be undertaken as soon after the work is completed as possible and the pupils should be involved, either through the child being present at the time or by allowing the child the opportunity to respond to teachers' marking.
- Teachers should acknowledge the pupils' responses.
- Marking needs to offer positive benefits to teachers, pupils and parents.

### **Why do we mark children's work?**

At Albert we believe that effective marking has benefits for both staff and pupils. We recognise that work will be marked in order to:

- benefit pupils, teachers and parents by checking in a diagnostic way to see whether concepts have been understood.
- focus on the child's achievements and demonstrate that the work a child has done is valued and appreciated.
- encourage and to praise.
- give an opportunity to respond to the context of a child's work.
- set targets for the future.
- evaluate the effectiveness of teaching and learning.
- allow us to plan future lessons effectively.
- act as evidence of attainment if the marking is against set criteria, which may or may not be derived from the NC programmes of study.

Throughout the school, marking is used to praise the pupils for their achievements, help them to realise where improvement can be made, and enable them to move forward by working towards realistic targets set by both the staff and the pupils themselves.

## **Marking Methods used at Albert**

- Highlighter pen to highlight up to three examples where the learning intention has been met according to the success criteria.
- 'Bridging the Gap' with a 'Think On' comment to reinforce or extend the learning intention as appropriate.
- Rubber stamps, smiley faces or stickers that indicate praise in some way.
- Stickers of special achievement from the Headteacher.
- Positive comments, appropriate for the particular child, to praise and encourage
- Oral feedback about the work undertaken
- Annotation to show, when appropriate, the help received while the work was being completed.
- Children evaluating their own work and the work of others through 'Self and Peer Assessment' during the body of the lesson and the plenary session

## **Constructive Marking**

- Marking is done against the agreed Success Criteria/Remember Tos.
- Mark only those mistakes compatible with the child's level of development.
- Give explanations for corrections and suggestions for improvement – involve the child in self-assessment.
- Appraise the work according to the child's ability.
- Make comments relative to the child's understanding.
- Give the child a sense of achievement – highlight good examples within a piece of work.
- Make constructive comments for improvement – 'Bridging the Gap'/'Think Ons'. These should be highlighted with a 'THINK ON' stamp or a T in a circle.
- Show the child that you value their work, but also that you have high expectations.

## **We feel that it is destructive and counterproductive to :**

- Mark every mistake.
- Correct mistakes without necessary explanation.
- Mark beyond the child's understanding.
- Undervalue effort.
- Fail to follow up diagnostic activities.
- Use confidence destroying sarcastic comments.

### **Marking in order to raise standards of achievement**

- Learning intentions identified within the short term planning will provide the criteria against which marking will be carried out.
- Marking will concentrate on a specific focus / foci within the expected learning outcomes and will ensure clear feedback to pupils.
- The anticipated learning outcomes of a lesson / series of lessons will be shared with the pupils in a manner they can readily understand.
- Pupils will be encouraged to reflect upon the quality of their own work as well as that of others.

Individual schemes of work may contain references to marking, with particular reference to that subject area. Any guidance contained in the curriculum documentation will be in sympathy with the whole school marking policy. However, the school policy on marking spelling will be highlighted here.

Correcting spelling should not be the focus for marking comments, however, the teacher may select up to 3 spelling errors which have been incorrectly spelt in a piece of work. The number of and errors selected will depend on the ability of the child. These words will be included in the child's individual spelling diary. The teacher will then praise the child when these words are correctly spelt in another piece of work.

**Constant praise, encouragement and highlighting the good features of a child's work will build confidence and self esteem and can only help development. This, together with the development of self-evaluation and setting realistic targets, will enable the child to move forward and improve on their personal best.**

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