

Marking and Feedback

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

Assessment for Learning Reasons for marking and feedback:

- To recognise, encourage and reward pupils' efforts and achievement, and celebrate success
- To provide a dialogue between staff and pupils about strengths and areas for improvement in their work
- To improve children's confidence in reviewing their own work and setting future targets, by indicating 'next steps' in learning
- To indicate how a piece of work could be improved against agreed assessment criteria
- To help pupils develop an awareness of what they need to improve in order to reach the next level in the 3-18 curriculum
- To identify pupils who need additional support or more challenging work
- To inform curriculum planning.

Whole school approach:

- Pupils are made aware of the learning intention of each lesson.
- Teachers have the freedom to choose how to display their learning intentions and timing of introduction into the activity
- Pupils' work is marked in such a way that achievement is acknowledged and teaching points, if necessary, are highlighted
- Marking or feedback is linked directly to learning intentions
- Wherever possible marking takes place with the children. It must offer guidance as to whether the learning intention has been met and suggests the next steps pupils might take in their learning
- Oral feedback can be giving reassurance or a quick check on progress. However it is most powerful and effective when pointing out successes and improvement needs against learning intentions. Immediate feedback is most effective, therefore it is most likely to be oral
- When marking is undertaken at a distance teachers must ensure:
 - Pupils can read and understand the written comments
 - Time is allowed afterwards for pupils to read and reflect on the marking. This could be an interactive questioning session
 - Time is allowed for some improvement on the work to be made before moving on to the next activity. This may be done orally and as part of a group or class

- That an opportunity is made for pupils to transfer the improvement suggestions to another piece of work.
- In writing sessions, care must be taken not to overload spelling corrections or grammar. The success criteria may refer to an aspect of grammar or spelling which has been taught previously in order to embed the learning and this should be the focus of feedback.
- Shorthand marking is consistent across the school. ****to be agreed
- Staff other than the class teacher should initial any work they have marked or for which they have provided feedback.
- Where appropriate, staff should mark work as a whole class or group activity, eg in maths whereby pupils mark their own work whilst supervised by an adult.
- Although external rewards such as stickers are sometimes relevant, regular use can encourage the pupils to focus on the reward rather than the achievement and therefore careful consideration and use of such incentives needs to be given.
- Paired marking does enhance learning but each teacher must ensure pupils are trained to undertake this task.