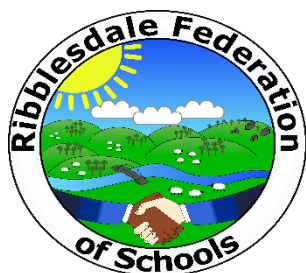


The Ribblesdale Federation of Schools



Marking and Feedback Policy

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Executive Headteacher: T Ward
Chair of Governors: P. Gibbons

The Ribblesdale Federation of Schools
Marking and Feedback Policy

Introduction

Each school within our federation understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Providing feedback is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – it is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school ensures is consistently applied by all teaching staff to better supporting pupils' learning.

Our aims:

- To indicate where children have achieved learning objectives and for the teacher to assess progress against these.
- To provide a dialogue with the child and indicate the next stage in their learning and to indicate where they are in terms of their own learning; setting new targets where appropriate.
- To involve pupils in their own learning and / or assessment and to promote higher standards.
- To correct errors and clarify misunderstandings.
- To recognise achievement, presentation and effort, in order to promote positive attitudes.
- To provide constructive feedback that has an impact on progress, not for the sake of giving it.
- To identify pupils who need additional support / more challenging work and the nature of the support / challenge required.
- To inform future planning.

Workload

At The Ribblesdale Federation we understand that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a child.

Teachers will ask themselves 'Why am I doing this?' and, 'How will this feedback be useful to the pupil?'. If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement on whether the feedback is necessary.

Feedback

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning objectives. It should aim towards (and be capable of producing) improvement in pupils' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them

as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers/themselves.

Feedback should be given in three ways, decreasing in order of importance:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type of feedback	What it looks like
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini whiteboards, bookwork, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support after the challenge • May redirect the focus of teaching all the task • May include highlighting/annotations according to the marking code
Summary	<ul style="list-style-type: none"> • Takes place at the end of the lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer assessment against an agreed set of criteria • In some cases, teachers make further use of guided feedback, focusing on area of need
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/respond to • Provide teachers with opportunities for assessment of understanding • Lead to adaptation of future lessons through planning grouping or adaptation of tasks • May lead to work being set for pupils’ future attention, or immediate action

Types of marking/feedback – in order of expected frequency

Live Marking

In lessons the teacher will provide verbal feedback. This may be recorded through use of post-its, green pen, numbered SC highlighted or just through verbal communication. Where

appropriate, children will be asked to use their purple pens when responding to this feedback.

Self-marking/assessment

Pupils should self-evaluate wherever possible. In Key Stage 2 children should follow the same process as staff and assess their progress against the learning objective.

Peer marking/assessment

This is where pupils mark/evaluate each other's work together, looking first at one piece and then at the other. The pupils look for successes and improvements in the piece of work. This would not be expected to be used until pupils reach KS2, but there will almost certainly be some pupils who are ready to do this by the end of KS1. Pupils will be trained to do this through modelling with the whole class, watching paired marking in action. They need to be encouraged to discuss rather than one speak whilst the other listens for long periods of time.

Developmental marking – when required within a unit of work

This is used when a child has done a substantial piece of written work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs. When developmental marking teachers:


1. Read the entire piece of work.
2. Use the success criteria to either highlight examples of where the child has met or exceeded the learning objective/s or as a self-assessment tool.
3. Use the success criteria to highlight aspect/s of the work which could be improved.
4. Provide a focused comment (based on aspects to improve) which should help the child to 'close the gap' between what they have achieved and what they could have achieved. These comments need to be as concise as possible – a keyword or phrase is sufficient. Teachers model this process to the children at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond to improve or further their learning.

Marking in maths

As maths tends to have either a correct or incorrect answer, children who struggle with this subject can become disheartened and disinterested in the subject. Therefore, teachers will use the following techniques when marking maths.

- Ticking correct answers and leaving a dot on incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers.
- If the pupil has shown correct working and a wrong answer, circle the incorrect part and encourage them to try again.
- If a pupil is excelling at a particular task, provide them with work that encourages deeper thinking/mastery so that they continue to feel challenged.

Marking codes

Sp	Spelling mistake
P/O	Punctuation mistake (O indicates where the mistake is)
^	Indicates missing word
FABW	Find a better word
S	Support given – plus initials
I	To indicate when support ends and independent work begins
?	Check for sense
•	Incorrect answer – correction
√	Next to learning objectives to show the objective has been achieved
*	Indicates a success
	Indicates next steps in learning