



Hawes Primary School

Marking and Feedback policy

Aims:

- Give feedback to teacher about pupils' learning and misconceptions.
- Identify what needs to be taught next.
- Confirm with pupils what they are doing well and how they can improve.
- Have a positive impact on progress and increase rate of progress.

Principles:

- Feedback must have a direct impact on learning – preferably at the point of learning.
- It should identify next steps in learning so that gaps can be closed and pupils can make good progress.
- Pupils should work as hard as the teacher, if not harder.
- Time should be spent on learning not on adults providing evidence of giving feedback.

Method

Research shows that immediate feedback has the greatest impact therefore our method is to intervene as much as possible at the point of learning.

Teacher and TA to work as a team around the classroom in order to evaluate learning, and intervene where necessary.- 'Hot Marking'

Teacher will re-group and tackle 'issues' at the point of learning.

Teacher will evaluate learning in the lesson and provide oral feedback on learning.

Teacher will provide challenge and extend learners.

Teacher & TAs will have a Learning dialogue– acknowledged by writing key word in margin as a prompt for pupil and teacher.

Annotated plans

In order to support feedback to close any gaps in learning. Teachers may annotate plans which highlights key areas to be fed back to pupils.

These areas are:

- Work which needs praise
- Basic errors/skills
- Misconceptions/ response time tasks

- Interventions /deepening learning

By doing this, teachers' workload is reduced as they are not spending a large amount of time writing the same comment in a number of books. Consequently, the majority of the time can be spent identifying successes and misconceptions, and planning the next steps in learning for groups of children. This approach enables grouping and re-grouping and ensuring that children's learning needs can be met and learning can be personalised.

Written work

Self-evaluation and peer-evaluation will be a crucial part of written work.

Editing skills will be explicitly taught and be expected part of a pupil's everyday tool kit.

Pupils will be expected to improve their writing through editing and drafting. Working with peers will be an integral part of this process.

Basic skills are key, and teachers and TAs will encourage children to spell high frequency and common exception words correctly for their age group.

Pupils will have access to word books, dictionaries and thesauruses to check work independently.

3-5 spellings will be picked up in every piece of writing where necessary and children will be expected to learn the spelling of these words, initially by writing it out 3 times at the bottom of the page.

Code for marking

(We acknowledge that there will some progression through the key stages however the principles are the same.)

D-Discussion with pupil

I-independent work

TA- supported/guided

T- teacher supported/guided

S- supply teacher

A-Capital letter KS1

CL – capital letter KS2

SP – spelling error

// - new paragraph

/ - something is missing

H – handwriting

DS – dictated sentence

- - incorrect in maths

 Action needed

Feedback needs to be given regularly within the lesson- at the point of learning. Feedback is vital for pupils to close the gap. Teachers need to ensure that they are checking on progress regularly throughout the lesson and feedback should be given to close the gap on learning.

Yellow highlight draws attention to something which needs addressing.

The feedback given will be matched to the needs of the children. It may be very directive or it may just be a highlighted area and the question why to which the child has to respond.

Key word marking

Teachers or TAs will write key words in the margin on the exercise book to indicate the focus of any verbal feedback. This will act as a prompt to the child, anyone else looking at the book and to the teacher themselves. It would be expected that the impact, as a result of the verbal feedback, would be seen after the comment has been made in the margin.

Maths work

Pupils will self and peer mark (in a different colour) where appropriate.

Errors will be marked with a 'dot'. Pupils will be expected to rethink and correct their mistakes. They will leave the mistake (i.e. not rub out or cross out) and address 'correction'.

Correction will be acknowledged by teacher/TA with a 'tick' near, but not over the original dot.

Teachers will identify if it is an error or a misconception. If it is a misconception, then there will need to be some 're-teaching' to address the misconception. It would be expected that where necessary teachers would model the process for the pupil (i.e. on individual white board, in their book, on main board)

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