

Motcombe



Marking and Feedback Policy

Marking is a tool for assessing children's learning and providing feedback about their progress enables children to identify where they can make improvements that will secure good progress. .

Policy reviewed annually in Term 6

School Mission Statement

'Flying High Together'

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

Aims of the policy:

- to enable all staff to have a clear understanding of the marking and feedback expectations and procedures
- to ensure consistently high quality marking and constructive feedback across the school
- to ensure a whole school consistency of approach
- to aid teachers in assessment of pupils' work to inform future planning, teaching and learning and impact positively on pupil progress
- to help children understand how they can further improve their work

Purpose:

Effective marking is consistent, provides oral and / or written feedback to pupils about their work promptly and regularly. This encourages pupils to respond to the feedback.

We mark and feedback:

- to provide pupils with constructive feedback and tell them how they have achieved in relation to the objectives of the lesson which will determine the success criteria
- to ensure that children know what they need to do to make progress
- to ensure that the teacher knows exactly where the child is / what they already know / and what they need to do to make further progress
- to inform future planning

Procedures of Marking:

- all work should be marked - either during or soon after completion
- comments are written in pen modelling good handwriting and the work is clearly dated
- wherever writing occurs in any curriculum area it will be marked with the same consistent approach and expectations as in English
- for maths work correct answers will have a tick and incorrect answers a dot and/or comments
- there should be evidence that children have responded to teacher's marking
- common misconceptions will be the focus of the plenary or the introduction of the next session
- throughout the school 'S' on work means adult **S**upport was given and 'I' means children were **I**ndependent in their learning. Any work without letters means the whole piece of work was independent.
- children begin to develop the skills to assess and mark their own or other children's work with specific guidance on criteria from the teacher.
- children are praised for effort and achievement in the following ways:
 - verbal praise
 - stickers
 - show work to peers
 - show work to the Headteacher
 - work put up on display walls
 - gold star award in PPA assembly
 - discussion with parents / carers

Who and When

In Key Stage 1, all children will receive marking and feedback after each session.

- Each child must either have feedback in terms of praise, corrections or next steps.
- Praise should be displayed in the 'star' box which can be found as part of the learning intention.
- Feedback should be given at the end of a piece of work. The symbol of a magic wand must be used followed by instructions or coding as to what the child has to do.
- Every child must be given a level of feedback (as detailed below) at least once a fortnight for Writing and Maths.
- Children's response to feedback should happen as part of the beginning of a session (or another time prior to it such as Early Morning Work).
- Response to feedback should be written using a writing pencil, unless the feedback refers to editing work. In this case the editing must occur using a coloured pencil.

Levels of Feedback

It is important that children are given feedback in a hierarchical system to ensure they are being given relevant feedback. Teachers must start their feedback by looking at Level 1 and then working their way down.

- Level 1 – this is for children who have not met the learning intention. Adult support is given to these children to help address misconceptions.
- Level 2 – this is for children who have met the learning intention but need support with secretarial skills (such as spellings, number and letter formation).
- Level 3 – this is for children who have met the learning intention and have no secretarial issues to correct. This level is used to provide challenge, extend and enhance learning.

Teachers to have the discretion to offer children Level 3 feedback if Level 1 has been sufficiently achieved within the lesson.

Monitoring and Evaluation

Curriculum co-ordinators and the Senior Leadership team will monitor the effectiveness of marking through regular work scrutiny and lesson observations. Teacher marking will also be monitored as part of regular learning walks.

Desired outcomes of this policy:

- Consistent, whole school approach to marking
- Work sampling shows that teachers and teaching assistants are applying the marking and feedback policy consistently
- Discussions with children demonstrate understanding of their achievements and how they can make further progress (children's verbal responses will develop with age and ability)
- Planning and future teaching is informed by the marking and impacts positively on pupil's learning
- Comments made lead to evident progress in children's work
- Attainment and achievement is raised