St Just Primary School

Responding to children's work policy
(incorporating our strategy for marking and feedback)

February 2016

Rationale
We believe that time taken to respond to children's recorded work should effect progress.
We believe that effective feedback will effect good rates of progress in all children.
We believe that effective feedback is the main method by which we communicate to children how to develop and progress.

Aim
The aim of this agreed whole school policy is that teacher's time will be spent effectively ensuring an individual's progress.
There are 2 reasons for marking:
1. to communicate to children how well they have met the learning objective
2. to allow you to assess what their next learning step should be

We do not mark work to show parents or external inspectors that we have looked at the work.
Avoid inane comments such as 'Well done'. How was it 'well done' ?
Lead your LSA in effective marking.

Philosophy
Feedback must impact on improvement to be of any value !
Feedback has most impact when given verbally with the child alongside the teacher. Written feedback, completed away from the child has little if any impact. *We hope we do not risk misinterpretation from external inspectors, that work has not been 'marked' simply because it does not have a written comment after it.*

Implementation

*   Mark and assess written work *with* children, wherever possible, to identify any common errors or misconceptions and to guide children on how to improve and progress.
*   Discuss *with* the children their responses to the tasks to identify and correct any errors and misconceptions, to assess their achievement against the learning objectives, to monitor their progress and to share with them how they can improve and what to do next.
*   Time for this is included in planning in order to become part of the *'assess, plan, teach, assess'* cycle.
*   A flexible strategy for marking should reflect the needs of our younger pupils and those with learning difficulties. Verbal feedback is preferential to written feedback and has more impact for most children. Written feedback records the advice given and when.
*   Staff should indicate they have spoken to a pupil during a lesson by using the 'verbal feedback' stamp or by initialing next to the work which prompted support. LSAs should do this too.Initials may be accompanied by a brief note of what was discussed and should clearly show which member of staff gave the feedback.

- Use the learning objective slips to indicate whether work was completed independently, guided or with adult support. (See examples below.)

Date	22.02.16				
LO		Teacher's comments:			
Beginning of lesson:		**End** of lesson:		Achieved?	Level Of Support
☹ ☺ 😐		☹ 😐 ☺			

Long date		
	WALT:	
Me	How did I do?	
☺	😐	☹
Teacher		
☺	😐	☹

long date	WALT:	Teacher
Me		
	Can I …?	
	Can I …?	
	Can I …?	

When to 'mark'

The most effective marking / response takes place <u>in</u> the lesson with the child or <u>with</u> the class.

The next most effective marking / response takes place immediately after the learning session before the child leaves the room

Ensure that feedback has impact on learning

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners but examples of good practice <u>should</u> be used to challenge others.

- Ensure that children understand that the purpose of marking is not to find out what is "right" or "wrong" but is to enable teachers to identify gaps in learning, so that we can plan learning to fill those gaps.
- Plan in time for children to **respond** to marking.
- Make sure marking system is easily understandable.
- Give children **time and opportunities to improve their work** in light of marking.
- Give specific feedback: information and guidance to plan next steps in their learning and links to targets.
- Pinpoint strengths and advise on how to develop them
- Be clear and constructive about weaknesses and how to address them.

Marking against the success criteria and to the Learning objective
- Ensure you have set a learning objective that can be marked against – a skill or next step in learning. Be precise and not complex in your learning objective.
- Ensure the children know what success 'looks like' for this lesson

February 12th 2016