



Barlaston C.E. (VC) First School

“Let Your Light Shine” Matthew 5:16

Marking and Feedback Policy

Our Vision Statement

Let your light shine through family, friendship and faith.

Our Spirituality Vision

Spirituality is an ever changing journey through life, connecting each individual with something bigger than themselves.

Equality Statement

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

Introduction

At Barlaston C.E (VC) First School, we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

As a Christian school, our goal is to encourage and inspire children to flourish and strive to do their best. Through constructive feedback, we aim to develop confidence, guide them clearly how to make improvements and celebrate their learning.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Barlaston First School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning

- 1. Explicit Learning Objectives.**
- 2. Questioning.**
- 3. Feedback.**
- 4. Marking**

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.

The learning objectives will focus on learning not activities. Helpful learning objective stems include 'to know, to be able to, to develop, to understand'

2. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking.

Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses.

Key questions, including *prompting, promoting and probing* questions are used.

Wait or 'thinking' time is essential to give all children the opportunity to think and

respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of ‘**talk partners**’ where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning. The responses from questioning informs the teachers’ assessment of each child.

3. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teacher’s feedback will provide pupils with the information they need to make progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. Feedback that comments on the work rather than the child are more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Verbal

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning.
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said).
- Peer marking of one piece of work can be useful as the teacher invites children’s contributions so that the piece is marked through a process of discussion, analysis and modelling.
- Opportunity to model the language pupils can use when responding or giving feedback to others.
- Developmental feedback- recognise pupils’ efforts and achievements and offer specific details of way forward.
- Emphasise the learner’s progress and achievement rather than failure.

Self-assessment and Peer assessment

We will encourage pupils where appropriate to self-assess their work. This can be by recording the 1,2,3 or faces system in school. This enables the teacher to assess the pupil’s perception of the learning that has taken place and their understanding and movement towards the objective.

Children may be asked to mark their own or other children’s work against set criteria. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning.

4. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment.

Key principles and guidance for marking:

All work marked by a member of staff should be in **green**.
The following codes will be used where appropriate.

- I = independent
- S = supported
- G = guided
- V = verbal feedback given
- 1 = I have not understood this objective.
- 2 = I need a little more help to meet this objective.
- 3 = I have met the learning objective.

Teachers will acknowledge that they have seen the children's work by a tick, stamp or other appropriate mark. A whole class feedback sheet will be completed where appropriate and fed back to the children at an appropriate time.

For the marking of spellings, please see the separate policy.

Policy agreed by The Governing Body Jan 2020
Policy to be next reviewed in January 2021



Mr. G. Tomblin
Chair of Governors
January 2020.