

Milton Road Primary School

Policy Statement for Feedback and Marking

Introduction

Feedback forms an essential part of a child's learning. It is specifically for the child's benefit and is provided to help them move on in their understanding. It forms an important part of the assessment process for both the child and the teacher and helps them to understand and plan the next steps in learning.

Aims of Feedback at our School

We offer feedback on children's work in order to:

- show that we value their work and encourage them to do the same
- boost their self-esteem and aspirations, through use of praise and encouragement
- give them a clear general picture of how far they have come in their learning and where the way ahead lies
- offer them specific information on the extent to which they have met the learning intention and/or the individual targets set for them
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- share expectations
- gauge their understanding and identify any misconceptions
- provide a basis both for summative and for formative assessment
- provide ongoing assessment that will help to inform future lesson-planning.

The Context of Feedback at our School

Feedback on children's work at this school takes a variety of forms and will include:

- oral feedback from the teacher or teaching assistant to the child
- oral feedback to the child from another adult, eg. a volunteer helper or visitor
- general feedback from the teacher to the whole class during a lesson, for example in a plenary session
- peer oral feedback from another pupil, particularly in the form of discussion
- work formally marked by the teacher or teaching assistant in the absence of the child
- work informally marked by the teacher or teaching assistant during the lesson and in the presence of the child
- work self-checked or self-marked by the child themselves
- peer reviewing or marking by another pupil
- paired or small group feedback between peers
- the teacher reading and reviewing the child's work, then initialling or stamping it with no other comment
- instant feedback using signs, such as "thumbs up" or using equipment such as individual whiteboards or computer spelling and grammar checks

The style of feedback provided for different activities and different curriculum areas will vary according to the judgement of the individual teacher and will be based on the benefit it will have on the learning of the child.

Oral feedback is frequently the most important, most immediate and most useful feedback for children to receive and act upon. This is particularly true in the Foundation Stage and Key Stage One where written feedback may be hard for children to read and understand and therefore not appropriate.

The language or style of feedback is at a level judged by the teacher to be appropriate to the individual needs of the children in their class.

Principles of Feedback at our School

We aim for the feedback process to be a positive one which recognises the efforts made by the child. The ultimate goal of all feedback is to engage children with their own learning by helping to develop and extend their ability to self-assess and self-correct their own work.

The extent of the teacher's response to a piece of work is determined, not by the number of errors found in it, but by the teacher's professional judgement, with consideration being given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

The learning intentions of the lesson, along with the key expectations of the tasks or activities, are shared with the children during the lesson, so they have a clear idea of what will be looked for in their work. In addition, children also have personal targets for improvement that they are expected to work on over a longer period of time.

Feedback is focused on the learning intentions of the lesson, the expectations for the particular task and the child's own personal targets. It may involve the highlighting of several areas of success where the child has met the learning intentions or expectations. One or two areas may be indicated where improvements need to be made in order to meet the learning intentions better. Children will be given time to respond to this feedback and make the appropriate or suggested improvements to their work.

Teachers will only comment on spelling and grammar in the following cases:

- if spelling and grammar were part of the lesson focus
- if it is a spelling or grammar point that should be known and be being used by the child
- if it is related to the child's target

Errors made by a number of children in the group may frequently not be fed back individually but will be incorporated into the planning of future lessons.

The symbols used in written feedback may vary slightly from teacher to teacher and subject to subject. However, they will be consistent within each year group, be shared with the children at the beginning of the year. As the children progress through the key stages, written feedback will be built upon incrementally, from the beginning of the Foundation Stage to the end of Key Stage 2.

Feedback and Inclusion

Children with general or specific learning difficulties may need different styles of feedback. Expectations may be different than for the rest of the class, with learning intentions and tasks being modified to allow for very small, achievable steps in learning. Expectations may also focus on targets in the child's Individual Education Plan (IEP).

Feedback will often focus on effort rather than achievement. Oral feedback will be frequent and positive, with corrective feedback often taking place during the activity itself. Written feedback is likely to be simple, brief and only highlighting successes.

Conclusion

By following this policy, we seek to develop in children the ability to assess their own work; to recognise their own strengths and weakness; to take steps themselves to correct their own mistakes; to understand what they have learned and what they need to learn next. In this way, we endeavour to help children grow into self-sufficient, self-confident lifelong learners.

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