

1 Why: the School's Aims and Purpose of this Policy

At Marlborough School we believe that all pupils can improve their learning and attainment by the use of effective marking and feedback that involves pupils.

Marking and feedback aims to:

- meet the need for helpful feedback to individual children.
- aid the ongoing assessment of pupils' progress linked to learning objectives and future planning.
- help parents and others to understand the strengths and weaknesses of a child's work.

This policy is also an integral part of the Learning, Planning and Assessment policies. It draws heavily on the principles of Assessment for Learning.

2 What:

This policy is underpinned by the principle that in order to achieve this, pupils need awareness of three main elements:

- knowledge of the desired goal.
- evidence of their current performance relative to that goal.
- some understanding of a way to close the gap between the current and desired performance.

At Marlborough School, marking and feedback is characterised by pupil involvement at all three stages, enabling them to become reflective learners, and by focusing on success, pupils are encouraged to develop a positive attitude toward their learning.

Marking and feedback should:

- be age appropriate
- involve all adults working with the children in the classroom
- relate to the stated learning objectives which have been made clear to the pupils
- link to previous work if applicable
- focus on what is correct and make it clear to the child what he or she needs to do to improve
- give clear strategies for improvement
- give recognition and praise for achievement
- give pupils time to respond to the comments made
- inform future planning and target setting
- be flexible - not all pieces of work need to be in the same depth or "quality marked"

3 How:

Strategies for marking and feedback are developing all the time and the following is not a definitive list

General principles

- Marking and feedback is most effective when the focus is on the learning objective and success criteria.
- The greatest learning gains are made when children are given specific comments and actions for improvement. Praise alone is not enough.
- Children are only compared to their own previous performance. They are not compared to one another or ranked

Oral feedback:

- This is the most effective form of “marking” as feedback is on the spot.
- It is essential for younger children.
- It should focus clearly on the learning objectives and “closing the gap” comments.

Marking ladders:

- are used across the curriculum
- encourage the child to demonstrate what s(he) has learned against given criteria
- make the child and/or partner are the first marker(s) of the work
- show the child knows what is needed for improvement
- allow the teacher as next marker to make constructive comments.

Distance marking:

- is only effective if the child can read and understand the comments
- is essential to give the child time to act upon the comments
- uses ‘closing the gap’ comments, varying to suit the child or task:
 - reminder prompt – most suitable for able children: *What else might this person say? How did this make you feel?*
 - scaffolded prompt – offers more structure than the reminder: What was the boy doing? (question) Describe what the boy looked like. (directive) The boy was upset so he (unfinished sentence)
 - An example prompt – is successful with pupils of all abilities, especially those needing extra support as it offers a choice of words to use. Choose one of these or write your own: He stood still, hardly daring to breathe. OR Terrified, he could hear his heart pounding

Self marking:

- is often useful for closed tasks where marking is “summative”
- consists mainly of ticks and crosses
- provides the child with an instant “measure” of success
- may be less appropriate in some circumstances than peer marking

Self correcting:

- The child finds their own successes or improvement points from success criteria.
- This method reveals gaps in pupil knowledge as children who cannot self-correct may not understand what they have been taught.

Paired marking:

- Children can spot what they like and suggest away to improve a partner’s work
- Children use ground rules appropriate to the cohort

Additional comments:

- Marking takes place as soon as possible
- Red pen is not used
- Teachers may choose to use stars, stickers or a reward to show recognition for effort and to motivate and encourage pupils - provided this does not become more important than the learning itself
- Teachers may choose to make pupils aware of National Curriculum levels and expectations, and what is needed for the child to move to the next level
- Our aim is that pupils should view their successes and learning relative to the school’s curriculum skills ladders.

Partners in Learning

The child as an active participant is central to this policy, but is reliant on high quality feedback and marking by the teacher and other assessors. Parents are fellow educators and should be aware of the purpose of marking to avoid any misunderstandings