



## Marking and Feedback Guide for Parents.

At Gillibrand Primary School we believe that feedback and marking should provide constructive learning opportunities for every child, focusing on success and improvement needs against learning intentions, enabling children to become reflective learners and helping them to close the gap between current and desired performances. In this way we hope to enable every child to achieve their full potential.

### **Strategies**

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning.

At Gillibrand Primary School we have decided to use a combination of strategies to enhance our teaching and essentially help children to strive to achieve highly. They are briefly as follows:

### **Summative marking**

This is a snapshot judgement on the standard of a piece of work. This method is often used at the end of a unit of work or through a test.

### **Formative feedback/marking**

This can be either oral or written and always focused – firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria.

### **Verbal feedback**

Oral feedback can be feedback from the teacher, to the teacher by pupil, and from and to peers. Feedback can be given at an individual, group or whole class level.

### **Distance marking**

Marking will be positive, clear and appropriate in its purpose – to offer constructive feedback linked to the learning objective.

### **Acknowledgement marking**

This is a courtesy look at the work and may include a tick or an initial. It implies that some dialogue took place during the lesson which will have had impact on the child's learning.

### **Detailed marking**

It is important to recognise that marking can take place on many different levels: completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be **Detail Marked** and the teacher will ensure that their marking structure within their classroom is focused and is able to move

children on. The emphasis of the marking will be on both success and improvement needs against the learning objective.

### **Organisation and Practice**

At Gillibrand Primary School we have agreed to:

- Ensure that children are provided with success/develop their own criteria which is related to the learning intention, so that that are clear about expectations – this may be written or verbal
- Use a variety of marking and feedback strategies to develop self evaluation
- Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others
- Provide oral feedback wherever class discussions take place
- Provide effective feedback to children about their work. Recognising this will take many forms, depending on the nature of the task and the time available
- Complete distance marking which is accessible to children and manageable for teachers
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children

When marking teachers at Gillibrand Primary School will

- Use a red pen
- Frequently mis-spelt high frequency words and markedly poor presentation will be commented on when appropriate
- Ensure that Literacy and Numeracy are marked on a daily basis
- Ensure that Science is marked at the end of each lesson
- Ensure that feedback in foundation subjects is given regularly
- Ensure that oral feedback is an integral part of daily teaching