

DIGGLE SCHOOL

Sam Road, Diggle, Saddleworth OL3 5PU

Headteacher: Mr N Fowler

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www.diggle.oldham.sch.uk

MARKING / FEEDBACK POLICY

September 2017

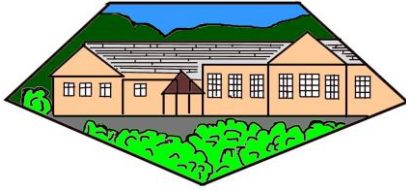
At Diggle School we expect the highest possible standards from our children. Therefore, we should respect and value their contributions by providing **positive** and **constructive** feedback **promptly** and **regularly**. This will not only encourage them to strive for high achievement and build self-esteem but will also help to ensure future improvement. It is important to remember that marking (feedback) can be oral or written and we should not underestimate the power of oral feedback. Marking / feedback is an important part of assessment for learning and links closely with the assessment / target-setting policy. There should be a focus of marking against the learning challenge or success criteria.

Marking / feedback should be used to:

- Assess what a child has learned / understood.
- Highlight and celebrate success / explain what the child has done well and what they need to do next to make progress.
- Keep track of individual / group / whole class progress - identify those who need support or extension work and indicate extension or intervention work with the relevant stamper
- Inform future planning.
- Set targets for future improvement.
- Enable children to evaluate their own learning and make relevant corrections.
- Give children the opportunity to revise and reflect on their work regularly.
- Provide dialogue between child and teacher to promote higher standards.
- Show pupils you acknowledge and value their work / contribution.
- Ensure that the child is doing / completing the work.
- Inform other staff / parents etc about a child's progress as appropriate.
- Develop children's attitude, motivation and self esteem.

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- Involve children in their own learning and assessment.
- Help children view errors as part of the learning process and not as failure.

In order to have consistency in our marking with our own children and throughout the school we must:

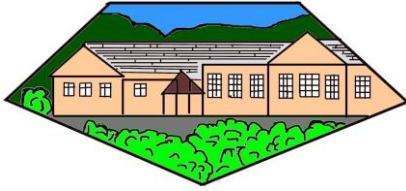
- Mark work neatly in RED for all subjects.
- Ensure that the children are aware of the learning challenge, target or assessment criteria you are marking the work against.
- Acknowledge all work - by teacher, child or another child showing that at least notice has been taken.
- Use our reward system to encourage children .
- Encourage the children to ‘act upon’ the advice given, this should be adult led until children are competent. This time is as needed, for example 5-10 minutes “reflection time” at the start of each session/lesson to follow up the feedback / improve some part of their work.
- Allow children to respond with own comments -oral or written.
- All self assessment or editing should be completed in GREEN pen.
- In Key Stage 2 peer assessment will be carried out in PURPLE pen.

Mathematics

- A tick - a correct answer.
- A cross - an incorrect answer.
- Older children may mark their own/each other’s work **occasionally** in order to give instant feedback in the lesson but this needs to be carefully monitored by the teacher.
- Errors should be written out again in GREEN pen.

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- All reversals must be corrected in GREEN pen.

English

It is important to remember that not every piece of work can be quality marked. It may be simply necessary to tick work to show acknowledgement especially where the most valuable part of that particular session had been discussed.

However, all children's independent writing may be annotated as part of the valuable feedback for learning process. The comments should reflect the lesson objective, group target set for that particular piece of writing and/or individual ongoing targets. It is also important to remember that **quality** not quantity should be the main priority.

Marking successes - acknowledge where the child has achieved the success criteria on the learning challenge table

- Ticks in circles = achieved Learning Challenge
➔ in circles = needs more work
- Use the edit and improve process

Individual Spelling

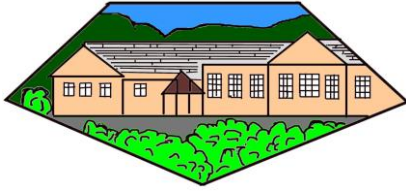
In every piece of independent writing each child will have some spelling errors identified with **Sp** in the margin and the word underlined. The incorrect spelling will be corrected by the teacher and written out three times by the child at the end of the piece of work.

Children will be expected to use the edit and improve process to ensure that all words on the Secure Spelling list from previous years are spelt correctly. If not they will be marked by **SS** and written out 3 times by the child.

It is important that the children are given opportunities to focus on their own words in word level activities and to also practise them. Children can 'test' each other on write on/wipe of boards.

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Thematic Work

Feedback by the teacher should reflect the success in the actual subject eg Science, Geography etc. although the presentation / English should be commented on if the teacher thinks it is appropriate

Appendix

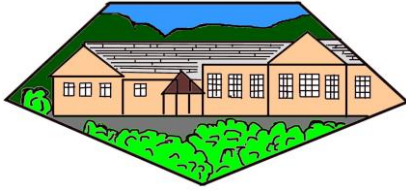
An Example of a Learning Challenge Table

Week beginning:	Self Assessment 😊 😐 😞		
Learning challenge	Self / Peer	Success Criteria	Teacher/LSA
LC:			
Next Steps / Teacher Comment:			

Ⓣ Teacher

ⓁⓈⓐ Learning Support Assistant
[Type here]





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OF Oral Feedback

Sp Spelling

C Correction

I Independent

G Guided

SS Secure Spelling

Review date: September 2019

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