



GENEVA ENGLISH
SCHOOL

MARKING AND FEEDBACK POLICY (EARLY YEARS AND PRIMARY)

INTRODUCTION

We take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

AIMS AND OBJECTIVES

We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform future lesson-planning.

PRINCIPLES OF MARKING AND FEEDBACK

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.

- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- The marking system should be constructive and formative.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

IMPLEMENTING THE MARKING POLICY

Lower School

In Lower School, we have agreed to use a 'Traffic Light' system in books:

The learning objective and learning question will be assessed using:

- Green: I understand this well. I can do it on my own.
- Orange: I am starting to learn this but sometimes I need to ask for help.
- Red: I am starting to learn this and can do it with help.

If appropriate, the children will have differentiated learning intentions illustrated using the piste system.

Wherever the task is open, feedback should focus first and foremost on the learning intention of the task and helping each child to achieve the learning intention fully. The emphasis in marking should be on both success and areas for improvement against the learning intention. Wherever possible marking should take place with the child present.

Success and improvement should be pointed out verbally or indicated through focused comments. Only a limited number of improvements need to be identified so the child is motivated to make changes to improve their work. This should help the child in 'closing the gap' between what they have achieved and what they could achieve. Comments could include:

- A reminder prompt
- A challenge – in the form of a question.
- A scaffolded prompt

Foundation Stage

In the Foundation Stage, work is marked live and verbal feedback given. In the Nursery, staff will use focussed observations in their learning journeys to ensure all adults are aware of the individuals 'next steps'. In Reception, the 'Traffic Light' System will be used on recorded pieces of work and given a next step. Successes, targets and challenges are given verbally by the adult.

Years 1 and 2

Verbal feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

'Light touch' marking will refer to the learning objective by a stamp.

Written feedback may be given when necessary and should be short and challenging.

'Deep marking' may occur at the end of a unit of work and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example tricky words, spellings, punctuation, handwriting, layout etc. Children should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Upper School

In Upper School, we use a system of 'Ticks and Targets' to give written feedback to children. ✓✓✓ Ticks indicate work that shows understanding of the current Learning Objective, or use of previous Learning Objectives. Multiple ticks can be used to indicate something exceptional. A capital T/O at the end of a piece of work should be followed by a target/objective to guide the child towards fulfilling the Learning Objective, consolidating a previous Learning Objective, or to move beyond the Learning Objective to greater success.

When using marking strategies please be aware of those children with a special educational need and apply appropriately to ensure their feedback reflects their needs. [This policy and the Marking Strategies apply to the French Department, with some changes to reflect the language.](#)

- 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. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- Written comments are more valuable than marks or grades. We do not usually give marks or grades on pieces of written work, especially creative, except in Class 6 with certain writing skills pieces. When appropriate, up to three or five spellings may be addressed for correction three times. It should be clear that this is in no way a punishment. Indication of a spelling should be underlining the word and marking 'sp' in the margin.
- Ticks are normal where work is correct, and a dot where errors have been made
- Wherever possible, teachers should establish direct links between oral or written praise and the school rewards systems (See Rewards and Sanctions Policy).
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. Sometimes they may be encouraged to set suggest some of the criteria.
- When appropriate, children may mark their, or another child's, work but the teacher must always review this marking. In such cases, marking their own work is usually preferable, because when the teacher makes a point, the children will be able to relate it to their own efforts.
- Children should be encouraged to assess their work ahead of final marking.
- Teachers should look for valuable opportunities to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

- Teachers and Assistants may use a variety of colours in their marking.

Nicky Fortune, Deputy Head

Emily Brown, Head of Pastoral Care and Lower School

Sue Power, Head of Upper School and School Transfer

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