



St. Michael's C of E VA Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

Feedback and Marking Policy

Adopted by the Full Governing Body: September 2016

Date for next review: September 2017

Introduction

Our School Policy for feedback and marking relates to the ethos of our school and the aims and objectives we seek to achieve in all curriculum areas. We believe that each child's development requires our understanding of their needs, personality and growth within a happy and caring environment. We will take a professional approach to the tasks of marking work and giving feedback on it. The age of the children will have to be taken into account when marking and giving feedback. It is important that the children recognise the purpose of marking and then benefit from it (as appropriate for his/her age). However, 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. We see the marking of all work throughout the curriculum as an expression of the child's own effort and achievements as well as a method of guidance and a way of highlighting learning objectives.

Foundation Stage

Children's work is mainly responded to instantly and verbally. Therefore, it is not necessarily marked but, where appropriate, a relevant comment/annotation may be written. Observations made by adults are often recorded separately and feed into future planning. These are included into their Learning Journeys where appropriate.

Purposes of Marking

- Positive response to children's efforts
- Feedback to children about success and improvement
- Assessment of individual progress
- Specifically highlight where children have done well in that piece of work, in relation to the Learning Objective, Success Criteria or their own personal targets.
- Guide children as to their next steps in learning and provide challenge through marking (for example by posing a challenging question or a more complex example for the child to try).
- Raising expectations
- Provide on-going assessment that informs future lesson-planning.
- AfL focuses the teacher and pupil on specific aspects, to improve the standard of work produced
- Children's marking enables editing and proof reading skills to improve, develops self-assessment and a greater responsibility for their learning

Effective Marking will:

- Provide feedback to children about their work, promptly and regularly
- Include both oral and written feedback as appropriate
- Focus the response on the learning objectives and criteria for success
- Provide the children with opportunities to assess their own and others' work and give feedback to one another
- Ensure that pupils understand their achievements and know what they need to do next to make progress
- Use the information gained, together with other information, to adjust future teaching plans.

- To allow children an opportunity to move on in their learning following the feedback provided.
- Gauge children's understanding and identify any misconceptions in order to plan for individual or group support in future lessons
- Comments will focus on only one or two key areas for improvement at any one time
- Feedback may also be given by a teaching assistant. Teaching assistants may also note when they have supported a child.
- Errors and misconceptions should be noted and the teacher should plan to revisit this learning either as a whole class or with individual/ groups of children
- Marking will comment on presentation and handwriting where necessary in accordance with the presentation policy

Effective Marking can:

- Provide clear feedback to children about strengths and weaknesses in their work
- Recognise, encourage and reward children's effort and progress
- Focus teachers on those areas of learning where groups and individual children need specific help
- Provide a record of children's progress
- Help parents' understanding of strength and weaknesses in children's work

We recognise that marking needs to be manageable and time effective, but focused on moving the children's learning forward.

More in depth marking will take place at least twice a week in maths and english, and for more extended pieces of work in order to move the children on in their learning. The focus should be on the successes according to the learning objective, and the improvements, corrections or next steps that will move learning on.

Written comments by the teacher

Written comments and the next steps to improve will be written at the end of some of the pupils' work. Comments will:

- Relate to the planned objectives
- Recognise the children's achievements
- Indicate the next steps for children's learning

Target marking – it is not always possible to write comments in all books every time. It is, therefore, acceptable to have a target group whose work is marked in more depth than the rest of the class. Groups can be rotated.

Verbal Feedback

Verbal feedback is frequently given during lessons and is a valuable part of the learning process. In such cases, it will be noted on the child's work as VF with a 'key word' in brackets, from that discussion to prompt the child on how to move on in their work from that point. When checking the work after the lesson, the teacher will then monitor the impact of their verbal feedback on the learning and progress of the child.

Pupil Marking/self assessment

Self and Peer assessment is used regularly.

- Peers' thoughts may be recorded or/and verbal feedback given, where age appropriate
- Children assess their own work against the success criteria and give written and/or verbal feedback, where age appropriate

Additional strategies to support in the marking process:

- Children discuss with an adult whilst work is in progress
- Children are given appropriate recognition if work is correct
- Children are encouraged to have another attempt if work is incorrect
- Children have their comments explained to them at the time of writing, if this is possible and appropriate
- On some occasions work is marked alongside the child
- Some work may be marked by the children themselves in coloured pencils
- When appropriate, children will correct their work
- Work is marked according to its purpose/objective/pupils' targets/audience
- Spelling mistakes, punctuation and grammar are corrected depending on the context/objectives/audience
- Time is given to children to read and respond to the marked work and written comments

St. Michael's CE VA Primary School Marking Code

Teacher Marking and Feedback given to children

1. Provide written feedback in black ink
2. Mark the Learning Objective and Success Criteria (on the left handside) using
 - A pink forward slash if met
 - A pink dot if partially met
 - A green dot if not met
3. Marking work:
 - Correct work will be marked with black ticks
 - A pink dot or underline for work meeting the learning objective
 - A green dot or underline for work that needs improving
4. Written feedback will be given a:
 - A pink dot at the beginning of the positive feedback
 - A green dot at the beginning of the developmental feedback

When you get your work back you will be given the time to:

- Read your last piece of work for feedback so that you know what you have done well
- Respond to any improvement comments using a Purple Polishing Pen

Children Self and Peer assessment Marking and Feedback

When the children mark their own work they will:

- Tick the **success criteria** (on the right) to show if they have achieved these.
- Provide written self assessment on the provided self assessment slip.

When the children mark someone else's work they will:

- Provide verbal feedback e.g. 2 stars and a wish, thumbs up
- Provide written peer assessment on the provided peer assessment slip.

These will be reviewed by the teacher.

The children are expected to annotate when they have worked with an adult with T for Teacher and TA for Teaching Assistant.