Marking and Feedback Policy

To motivate, educate, nurture

Contents

Related documents

- Maths Policy

- English Policy

- Teaching & Learning Policy

- Subject Leader Policy

- Three I's for each individual subjects

- Assessment Policy

1. Aims

Effective marking and feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil, that it is likely to improve their learning.

Marking and feedback should:

- MEANINGFUL, MANAGABLE AND MOTIVATING
- Form part of a continuous dialogue with the child to promote independence and ownership of their learning.
- Be for the child - to celebrate successes and achievement for the child and identify misconceptions and provide next steps for learning, so they can move forward in their learning.
- Be used by the teacher to monitor and assess pupil's progress and to inform future planning.

In order to achieve this we will

- Build feedback into lessons with regular opportunities for discussion of answers and strategies to support children's deeper learning and check their understanding.
- Ensure it is accessible to all pupils and responds to individual needs. E.g. where an individual's progress is a concern, then there may be more detailed marking and feedback.
- Relate to the learning outcome and/or targets.
- Identify if the error is a simple slip or an error that reflects a lack of understanding.
- Be appropriate for the subject, ability and age of the child.
- Be positive and celebrate achievements - recognising effort as well as achievement
- When appropriate provide next steps which could be a reminder, a scaffold prompt a question or related to their interest towards a learning outcome or target
- Give opportunities to read, reflect and respond in some way, either in writing, speech or an action, which could also be seen in future lessons.
- Encourage pupils to have a positive attitude towards improving their learning
- Provide a learning environment where children feel safe to learn from their mistakes (gems)
- Be efficient, so teachers do not take time that would be better spent on lesson planning and preparation.
- Adapt future lessons based on marking
- Be consistent throughout the school
- Ensure marking and feedback is in keeping with the school's overall policy on Assessment, Recording and Reporting Achievement, and in keeping with the wide range of ways in which the school recognises and celebrates a child's achievements.

2. Procedures

- Marking and feedback may consist of a dialogue between an individual, group or whole class and/ or written comments.
- If work is marked with the child and verbal feedback is given, there will be a written comment if appropriate.
- Not every piece of work will have a written comment.
- Work will be labelled to show the context (see marking codes).
- Spelling, grammar and presentation may be commented on when appropriate.
- Work will be marked using a green pen.
- Teachers & TAs will initial work which they have supported and write G. They may comment when appropriate.
- Stickers, stampers and smiley faces are used for motivation and reward, as well as comments from the head teacher.

3. Early Years

- The majority of written work is marked with the child and verbal feedback is given.
- Some work will have age band appropriate levelling comments (Early Learning Goals).
- Smiley faces are used as a visual symbol to celebrate their learning.
- Learning journey feedback is shared with parents and children. Next steps can also relate to their interests and learning.

4. At Key Stage 1

- The majority of written work is marked and discussed with the child and opportunities for reflection are built into day to day practise.
- Next steps are often given with an example of what it should look like.
- With guidance children may self and peer mark.

English
- Quality (evidence based) mark are used for focussed pieces of writing with comments related to the learning outcomes with next steps/targets, differentiated according to the needs of the child.

Maths
- Marking and feedback will focus on misconceptions and/or conceptual and procedural fluency.

5. At Key Stage 2

In Upper Key Stage 2 there is a greater responsibility for children to mark their own work as evidence shows that pupils benefit from identifying for themselves what they know well and what they need to continue to work on. Children will be trained to self and peer assess. This will be done through modelling and creating success criteria with the children.

English

- Quality (evidence based) marking is used for focussed pieces of writing with comments related to the learning outcomes with next steps/targets, differentiated according to the needs of the child.

Maths
- Marking and feedback will focus on misconceptions and/or conceptual and procedural fluency
- Include regular opportunities for discussion of answers and strategies to support pupil's reasoning skills and check and deepen their understanding

6. Assessments

Pupils have opportunities to respond to assessments, (NFER tests, SATs or other tests) for instance through reflecting, revising or correcting work. Pupils can be involved in the process of assessment as part of taking responsibility for their own learning e.g. in developing their ability to be properly self-critical, or in setting targets for their subsequent work.

7. Monitoring and Evaluation of Marking and Feedback

- The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children concerning children's achievement and progress.
- The performance indicators will be:
    - an improvement in children's attainment and progress
    - teacher, child and parent understanding concerning the usefulness of the marking and feedback.
- Monitoring will be on-going process.
- HT & SL's will be responsible for monitoring this policy through classroom observation and book scrutiny.

8. Agreed Marking Codes

These symbols should be used, with the children being taught what they mean. Unless otherwise indicated there is an assumption that work is independent..

VF	Verbal Feedback
(staircase symbol)	Next Steps
G	Guided
SA	Self – assessment (with child's initials)
PA	Peer – assessment (with child's initials)
✓	Correct
. or __	Incorrect - review