



St. Peter's C of E Primary Academy

Executive Principal: Sarah Cockshott

Head of School: James Dean

Chair of Local Academy Committee: Michelle Painter

MARKING AND FEEDBACK POLICY

Rationale

We have a Marking and Feedback Policy to ensure that all children have their work recognised in such a way that it will improve progress and attainment and identify next steps, develop self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy, there will be greater consistency in the way that children's work is marked across the Key Stages.

Principles and Aims of Marking and Feedback

The purpose of marking and feedback is:

- to celebrate achievement and effort in children's schoolwork and to provide next steps to help them improve;
- to confirm standards, individually, and within the class;
- to offer children the opportunity to respond to marking for improvement;
- to determine whether a child can work within set time limits or targets;
- to assess and evaluate against the success criteria;
- to measure the school's progress against national expectation.

Marking and feedback should:

- Relate to learning objectives success criteria and targets
- Marking will be stamped accordingly to indicate the level of support provided (Independent, TA support, Adult support)
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of marking towards the learning intention.

- Use consistent codes throughout the school. See Appendix for Marking and Feedback Guidance
- Be recorded appropriately when given in verbal form, e.g. individual/group conversations with an adult. VF or verbal feedback stamp is enough to indicate a conversation has taken place.
- Give recognition and appropriate praise for achievement e.g. show another adult; House Point; marble; raffle ticker; a sticker.
- Give clear strategies for improvement.
- **Give time for children to read, reflect and respond** to marking. Where appropriate lessons will have a 5 minute feedback time and FIX IT time
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified.
- Ultimately be seen by children as positive in improving their learning.
- Inform future planning and group target setting.
- **Be manageable for teachers.**

Ofsted does not expect to see any specific frequency, type or volume of marking and feedback

In 2014, Ofsted published clarifications regarding its requirements of schools. Page 2 looks at marking and feedback, and the guidance explains that Ofsted does not expect to see:

- Any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy

- Any written record of oral feedback provided to pupils by teachers. Inspectors will consider how written and oral feedback are used to promote learning

It adds that if inspectors identify marking as an area for improvement for a school, they will pay “careful attention” to the way recommendations are written to ensure they do not create an unnecessary workload for teachers.

Types of Feedback and Marking

Summative feedback/marking:

This usually consists of ticks and use of orange highlighter to mark errors and is associated with closed tasks or exercises where there is a correct/incorrect answer.

Formative feedback/marking:

With oral and written feedback, in the course of a lesson, teachers’ comments to children should focus firstly on issues about the learning objective and/or writing/maths target, and secondly, in a quieter voice on an individual basis, on other features.

Verbal Feedback

Where oral feedback is used the teacher will record this using VF or Verbal Feedback stamp. It is not necessary to record every detail of what has been said unless it directly informs next steps or other professionals working with the children.

Self Marking

Maths

This happens from Year 2 and Key Stage 2, where appropriate (e.g. tests, work on whiteboards)

Paired Marking

Before the end of a lesson, children should sometimes be asked to mark work in pairs, e.g. spelling tests, times table tests, science vocabulary and

proofreading. Discretion needs to be applied to paired marking as appropriate, for e.g. for lower attainers and/or children with low self-esteem.

Shared Marking

Using a child's piece of work on the Interactive whiteboard, the teacher models the marking process and teaches particular points at the same time.

Self Evaluation and Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem. This can be done via the teacher reminding the children of appropriate comments.
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children should be trained to give an improvement suggestion
- Children should be given time and opportunity to act upon suggestions
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

Marking and Feedback for Writing and Maths Targets

- Not all pieces of work can be 'focus marked'.
- Feedback will focus on the Writing and Maths Target, the Learning Objective and Success Criteria of the task.
- Achievement of the Learning Objectives, Success criteria, Writing and Maths Targets will be acknowledged through ticking and appropriate marking

Secretarial Features

Each spelling, punctuation, grammatical error will not be addressed in every piece of writing. The purpose of correcting secretarial features is for children to learn from their mistakes and to improve and develop their skills further, not to make the child feel discouraged or heavily criticised. With this principle in mind, spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child. It may be appropriate to focus, for example, on correcting one paragraph/section of writing in detail, whilst only checking for content throughout the remaining work.

High frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations. Technical vocabulary will also be corrected, e.g. 'rhombus' (in maths) and 'electrical circuit' (science).

When work is finished, children will be asked to check for things they know are wrong in their work when they read it through.

Children will be given feedback about the things they have been asked to pay attention to.

All published work for display should be neatly presented to a high standard based on the child's age and individual ability.

Recording of Marking and Feedback

- Writing frameworks will be used and stuck inside the children's English books and marked off against the objectives seen.
- The use of Pre and Post Assessments will highlight the areas of strength and weakness in child's learning. The subsequent planning/activities will indicate the work completed to support children and move them onto their next learning. The objectives from lessons will be uploaded onto DCPro for evidence of achievement.
- The learning Objective (L.O.) is recorded at the top of each piece of work – either written by the child or the teacher.
- Practical lessons are recorded in the children's books in a fashion best matched to task, for example; drawings, sticky labels, photographs etc.
 - A smiley face indicates good work (Year 1 and EYFS)
 - Staff can use House Points in EYFS/KS1/KS2 to reward good work
 - Raffle tickets can be used in KS2 for reward
 - Marbles can be given across all year groups
 - Excellent work can be referred to Head of School or Head of School award
 - Good work will be identified and celebrated with other children within class or Golden Book
 - Teachers may choose to adopt the self-evaluation model of smiley faces
 - From 5 and 6 it is expected that children will be more responsible for their own learning.
 - TAs and supply teachers will mark in green pen
 - Teachers will mark in purple pen

Monitoring and Review

The Head of School and subject leaders will regularly (book looks, learning walks and observations) monitor the effectiveness of the policy to ensure that marking systems are upheld and that every child receives positive, constructive and timely feedback.

May 2018

Policy to be reviewed in May 2019