Marking and Feedback Policy

Date of Policy: Spring 2016
Policy Review date: Spring 2019

Signed:
Headteacher:

Signed:
Chair of Governors:

Equality Statement

In our school, we are committed to eliminate discrimination and advance equality of opportunity for all those with 'protected characteristics' under the Equality Act 2010, in relation to age, disability, ethnicity, gender, gender reassignment, maternity and pregnancy, religion and belief, sexual dentity and marriage and civil partnership status. We will endeavour to foster good relations between all.

(Our full Equality Statement can be found on the school website)

(To be read in conjunction with our policy on Teaching and Learning)

1 Introduction

1.1 Assessing pupils' learning and progress is a vital part of teachers' professional work. Crucially, it should celebrate pupils' learning, recognise their achievements against the shared learning intentions, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking work and giving feedback to pupils.

1.2 We take a professional approach to the tasks of marking work and giving feedback on it. Each teacher may apply some individual approaches to this task, and the type of feedback given will need to take into account the age of the pupils, but we have a system of consistent practice, for example in the way work is marked and the use of marking symbols, in order to enable pupils to understand more readily the feedback given.

1.3 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.

2 Aims and objectives

2.1 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 what they need to learn next;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them, and show them how they can improve their work in the future;
- promote self-assessment, whereby the children recognise their learning challenges, 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 (see Assessment Policy);
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

3.1 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, where appropriate, 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; therefore teachers' handwriting must be legible and model an age appropriate style to the pupil; 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 and peer 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 intentions and the success criteria 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;
- marking 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 lesson 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 common errors that are made by a significant number of pupils 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).

4 Implementing the marking policy

4.2 Teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, numeracy. These have been taught and may be on display. They make it clear what well presented work in the subject looks like. (see presentation policy)

4.3 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.

4.4 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

4.5 Written comments are more valuable than marks or grades. We do not normally give marks or grades on pieces of written work.

4.6 Ticks are a normal indication that a particular item is correct, for example, a mathematical calculation, or a correct spelling in a test. However, crosses should be used sparingly and with caution. Where lots of errors have been made, teachers will use a written comment, a discussion with the pupil and a resetting of a more appropriate task to address the pupil's learning needs. Other symbols will be used once their meaning has been explained. (See appendix 1)

4.7 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers, stars and merit points in themselves do nothing to close gaps in understanding, or to bring about improvements.

4.8 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. They should be encouraged to self-assess and to respond, perhaps with a comment of their own, to the teacher's written comments. (See appendix 2)

4.9 When appropriate, children may review and mark their own or another child's work, but this should be with the learning intention and success criteria for the work clearly in mind, and involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own.

4.10 Children should be encouraged to assess their work ahead of final marking, using the shared success criteria for the lesson. These criteria will be displayed and can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.

4.11 In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

4.12 Children in each class have Quick Fix targets relating to their learning, these are stored in the back of their books once they've achieved them

4.13 Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next steps in learning.

4.14 When marking spellings teachers use a code system to support the diagnostic approach to feedback we provide. V indicates a vocab error, G indicates a grammar error, P indicates a punctuation error and S a spelling error. Teachers will use this code in the margin of the child's book, the children will then be given time to act on this as their work is returned. S will be used if it is a spelling that the pupil should know or is a targeted word for them or their year group.

5 Monitoring and review

5.1 We are aware of the need to monitor and update the school's Marking and Feedback Policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy every three years or earlier if necessary.

Signed:

Date:

<table>
<tr><td colspan="2" align="center"><u>Appendix 1</u>
<u>Marking Code</u></td></tr>
<tr><td colspan="2" align="center"><u>All marking to be completed using green pen</u></td></tr>
<tr><td>Small tick</td><td>Correct</td></tr>
<tr><td>S
G
V
P</td><td>Spelling – can be supported with underlining in the lower school
Grammar
Vocab
Punctuation</td></tr>
<tr><td>I</td><td>Independent work</td></tr>
<tr><td>S</td><td>Supported work by Teacher/Teaching Assistant</td></tr>
<tr><td>ST</td><td>Marked by/lesson taught by Supply Teacher</td></tr>
<tr><td>Initialled (by T/TA)</td><td>To show work has been seen</td></tr>
<tr><td>☆</td><td>Two stars
To give positive child friendly feedback</td></tr>
<tr><td>⟶</td><td>And a WISH
To show the child their next steps in learning</td></tr>
<tr><td>QF</td><td>Used to indicate it is a quick Fix target , these are kept on post its in the back of books
QF used similarly to a WISH</td></tr>
<tr><td></td><td>Work is generally marked using the two stars and a wish approach or a QF target link
Dialogue between teacher and child , showing a child has responded should be evident in books</td></tr>
</table>

Examples of prompts to encourage pupil reflection:

- **A reminder**

'Remember what happens to the digits when you divide by 10.'

- **A question**

'*What are the properties of a square?'*
'Can you think of a more powerful adjective than big?'

- **An unfinished sentence**

'When we divide by 10 all the digits move…'
We use a capital letter for…………………

- **Practice questions to extend or consolidate the learning**

'You have found half of these amounts now find a quarter of these amounts..'