

St. Mary's CE (A) Primary School



Marking and Feedback Policy

Policy written: September 2013 by Jane Hughes

Policy reviewed and approved by Curriculum, Teaching and Learning Committee and School Staff – Autumn Term 2014

Policy approved by the Full Governing Body on 2nd December 2014

Next review due: Autumn Term 2015

Reviewed – Autumn Term 2015

Next review – Autumn Term - 2017

Aim

We believe comments and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to realise their maximum potential.

Objectives

- Children can identify the positive qualities of their work.
- Children can identify the developmental targets/points for their next steps of learning.
- Formative assessment informs teachers' planning and children's future learning experiences.
- Marking and feedback help to raise the self-esteem of children.
- Marking and feedback are manageable for teachers and other adults in school.
- Summative assessment monitors children's attainment in relation to prior learning and national expectations, helping to inform next steps in learning.

Principles

Marking and feedback should:

- be manageable for teachers.
- relate to learning objectives, which are always shared with the children.
- give recognition and appropriate praise for achievement.
- give clear strategies for improvement.
- give children opportunities to become aware of and reflect on their learning needs.
- allow specific time for children to read, reflect and respond to marking
- respond to individual learning needs, marking along side the child sometimes and from a distance i.e. after the lesson on other occasions
- involve **all** adults working with children in the classroom under the guidance of the teacher.

Additional adults working with children e.g. TA's, students, parent helpers are given guidance on how to use post –it notes to record specific aspects of learning as directed by the class teacher . Additional staff to give feedback to the teacher during or at the end of the lesson.

- inform future planning and individual target setting.
- be accessible to most children.

Marking Codes

Ind – Independent Work

Unaided – Independent Work

Supported by "initials"

Grp wk - Group Work

1:1 support – supported throughout the task

Strategies

Formative Feedback/Marking

With oral feedback in the course of a lesson, teacher's comments to children should focus firstly on issues about the learning intention.

Quality Marking

All pieces of work will be marked using the policy of coloured pens, not all pieces will be “quality marked” but at least one piece of work per week. Teachers will decide whether work will simply be acknowledged or given detailed attention. Feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on success against the learning intention and improvement needed against the learning intention, when marking three success points should be highlighted in pink (perfect pink) and one area for improvement in green(growing green).

Children should be given time to focus on the area for improvement on a regular basis, this may be:-

- in the first few minutes of a lesson at a regular time e.g. at the end of the week
- at the beginning of the next lesson following the detailed marking
- as part of group activities to focus on this independently, or as part of guided work

The children will be given time to reflect on their learning and comment in purple pen.

The last piece of independent work at the end of a unit will be ‘quality’ marked and used as an assessment to inform assessment grids.

Focused comments should help the child in ‘closing the gap’ between what they have achieved and what they could have achieved. Marking will be very clear about what is good about a piece of work and wherever possible will include the next step for a child. Marking should try and refer back to past developmental points/targets and praise improvement and attainment. Handwriting and presentation issues should be dealt with separately.

Spelling errors will be identified and the pupil will be asked to practise 3 x three errors.

Summative Feedback/Marking

When work is presented to the teacher, it will be marked in pink/ green pen. Wherever possible, the children should use success criteria / checklists to self mark and correct their work as appropriate before it is marked by the teacher.

Peer Evaluation – paired evaluation

Pupils will be given the opportunity to read through each other’s work to check against success criteria checklists and to give verbal feed back to their partner.

Summative Assessment

Summative assessments will be used as a guide to track progress and to identify attainment in comparison to national expectations and prior attainment. The school will collect and record as a minimum the following summative assessments – see Assessment Policy:

- EYFS profile progress.
- Phonic Tests at the end of Year 1
- SATs : Year 2 and Year 6
- End of term assessment tests.
- Levelled piece of unaided writing each half term – fiction/ non-fiction balance
- Half termly use of Assessment grids to assess progress in writing and maths.
- Reading progress recorded using old and new assessment tests – past test papers, and new assessment tests (yet to be purchased)

Special Educational Needs

Teachers will exercise their professional judgment in ensuring that all feedback and marking is appropriate and accessible to all children enabling them to develop at their level.

Signed: _____ **Dated:** _____
Jane Hughes – Headteacher

Signed: _____ **Dated:** _____
S. Bayfield – Chair of Governors

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.