

Marking and Feedback Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

What is marking?

Marking is a positive activity, which offers a constructive response and feedback to pupils about their work. It may be undertaken by a pupil, LSA or a teacher and will take the form of discussion, written comments or celebration of achievement. It appraises the work in order to support children's progress by communicating verbally and non-verbally.

Our Marking policy seeks to identify strengths and achievements in children's work to identify areas for development and to inform assessment and planning. The policy will consider how staff respond collectively and in an agreed manner to pupil's work in a way that takes account of age, ability and equal opportunities.

Aims

We use our Marking Policy with these aims in mind:

- To encourage active pupil involvement in the learning process
- To support pupils' learning by commenting constructively
- To clarify what is expected and what pupils have achieved
- To identify strengths and highlight areas for improvement
- To inform pupils about the next steps in their learning
- To reinforce teaching points with positive comments
- To value achievement and progress
- To support ongoing records of progress
- To extend individual progress and challenge
- To model for all pupils our expectations

Our objectives in using this policy are that all children should:

- Be able to explain what the marking means and act upon it – where age and level appropriate. (Where possible LSAs can be used to read comments to the children)
- Be able to comment confidently on their own work (where age and level appropriate)
- Use red pen to edit their own work (where age and level appropriate)
- Be able to recognise strengths and weaknesses in others work and respond appropriately

Strategies:

Pupils will have the opportunity to:

- Mark their own work with teacher support as appropriate
- Mark in pairs or a small group with support
- Ask each other questions to assess understanding
- Make positive suggestions to each other for areas of improvement
- Use Success Criteria to evaluate their own work or that of their peers (with support if appropriate)
- To evaluate their own learning through the use of self-assessment tools (smiley faces from the child)

Teachers will:

- Be responsible for overseeing marking
- Make marking a positive experience for pupils

- Give clear advice on how to improve
- Use marking to inform planning
- Mark with pen in a contrasting colour
- Make sure pupils understand the marking focus for each lesson. Marking will normally be assessed against the lesson objective (I can statement) or 'success criteria'.
- Use 3 traffic light colours to identify if a pupil has achieved (g), partially achieved (y) or not achieved the learning objective (r)
- Use stickers, stamps, certificates as positive reinforcement of achievement
- Note that not all spellings should be corrected
- Give time to reflect and respond to marking (when appropriate)

Monitoring

Opportunities will arise for the SLT, Curriculum Coordinators and Governors to monitor the success of marking through observations and work sampling. Good practise will be celebrated and opportunities for staff marking moderation found. 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 in two years, or earlier if necessary.

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Appendix A

1. Verbal Feedback

Verbal feedback and discussion between adult and child can take place before, during or after a learning session and in any subject area. It is important that during discussions successes are celebrated prior to development areas. The feedback should enable the child to 'think' and then 'do' and may vary between advice, reminders and challenges. Verbal feedback should be recorded using the initials VF and the adult's initials at the point of intervention.

2. Self-Assessment

The children will be encouraged to self-assess their own work in order to identify successes and areas for improvement. Self-assessment success criteria may be used in any subject and should be differentiated, where appropriate, to meet the individual needs of a child. The following format may be used:

- Examples from the success criteria underlined/colour coded in their work.
- Comments highlighting success and areas for improvement (WWW/EBI).
- Red pen editing to improve work.

3. Peer Assessment

Verbal feedback and discussion between child and child can take place before, during or after a learning session and in any subject area (from KS1). It is important that during discussions successes and development areas are discussed. The children will receive modelled expectations on how to conduct a peer feedback session and the following format may be used:

- One child will read/show/discuss work whilst the other shuts their book.
- They will discuss what they like about their peer's work and then discuss areas for improvement which, where appropriate, will relate to the learning objective.
- Notes may be made in the margin of the relevant work which may be written by either child.
- After discussions, a comment may be agreed upon identifying successes and an area to improve. Improvements should be constructive, specific and useful (WWW/EBI).
- The child will respond to comments and edit and improve their work accordingly using a red pen.
- Peer assessment can also be collected from more than one member of the class by holding an 'Open Gallery' where children move around reading each other's work and recording successes and one area for improvement.

4. Success Criteria Checklists


Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

5. Quality Feedback Comments

Often, it will be appropriate for an adult to give written feedback to a child and this will generally occur after the learning has taken place. This feedback must be timely, appropriate and relevant in order to enhance progress and may include: successes, areas for development, questions and challenges. At St Luke's School we use the acronyms WWW (what went well) and EBI (even better if) in the children's books.

Quality feedback comments may include:

- Examples of successes highlighted in green and praise given for strategies used.
- Areas to encourage thinking highlighted in yellow.
- Scaffold prompts.
- Adult written examples. E.g. underline the one appropriate adverb in the sentence.
- Challenges
- Open ended questions to provoke thinking.

- Secretarial codes e.g. 
- Responses addressing the feedback written by the child in red pen.