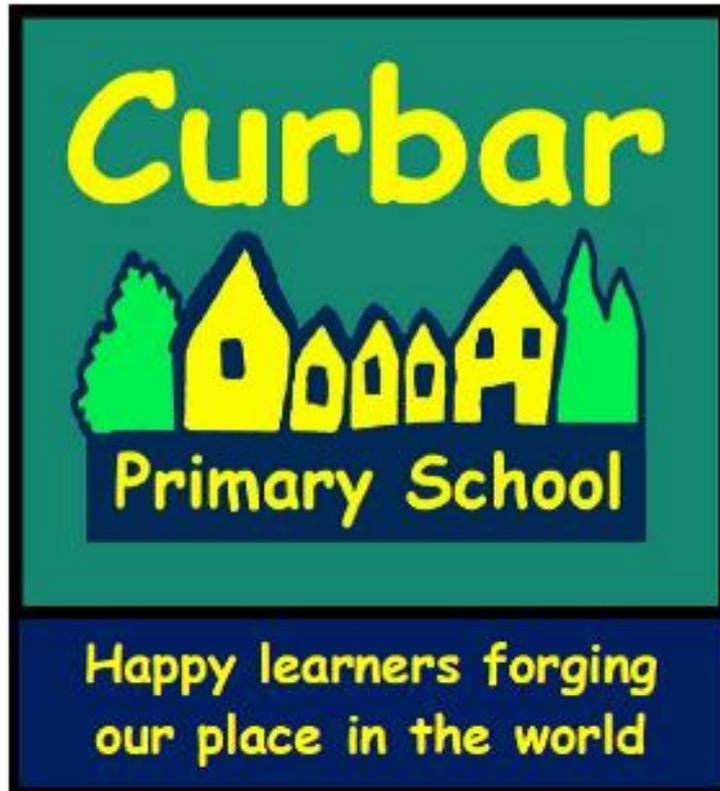

Marking and Feedback Policy



Reviewed/Adopted:	September 2021
Next Review Date:	September 2022
Review Frequency:	Annually
Reviewed By:	Standards and Curriculum

Marking and Feedback Policy

Philosophy

We believe that constructive marking and feedback helps to raise standards. It should be the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written and verbal) makes tracking of learning objectives for pupils on a day to day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve their learning (assessment literate).

Aim

To raise the achievement and self-esteem of children by providing them with prompt, regular and diagnostic feedback about their work that they can quickly respond to and show improvement.

Principles

Teachers spend a large proportion of their time marking and assessing pupils' work. This time will be spent most effectively when the following principles are applied:

Shared Principles

- It provides opportunities for prompt and regular written or spoken dialogue with the pupil
- Teachers and pupils are clear about the learning objectives of a task and the success criteria and that the marking is directly related to these
- Teachers provide constructive suggestions about ways in which the pupil will improve his/her work
- Teachers agree next steps with the pupil
- Time must be given to make improvements to learning ('Fix it!' time)
- Work must be marked promptly and regularly. Work in mathematics and English will be marked daily.

Pupil Centred principles

- Pupils are sometimes encouraged to comment on the work themselves before handing it in or discussing it with the teacher
- Pupils are given the opportunity to self and peer assess (individually, in pairs, or in groups)
- Pupils are given time to act upon feedback given. ('Fix it!' time)
- Pupils will now their next steps for learning

The marking policy is discussed whenever necessary to ensure that it is understood by all new members of staff and that practice continues to reflect school policy. A copy of this policy is available in the Staff Induction File.

Practice

Staff use two different coloured pens to mark. **Purple** for 'Praise' which will include general positive references to the learning. **Green** for 'Growth' will be used to highlight areas for improvement that need to be responded to by the pupil in the regular opportunities that are planned (including 'Fix it!' time). Pupils use **blue** pencil to evidence self and peer assessment.

Effective marking and feedback will:

- Focus on the task/learning objective and be given regularly
- On average, a **minimum** of one piece of English and Maths per week will be expected to show formative, "quality" marking
- Give pupils regular opportunities to review their progress against clear success criteria (including mini plenaries during the learning)
- Allow for improvement time ('Fix it!' time) to show the impact of the marking upon learning
- Help close the gap between current and desired performance
- Focus on the learning objective of the task and its success criteria, and not comparison with other pupils
- Include a range of scaffolding, reminder and question prompts
- Model high standards by the teacher (correct spelling, punctuation, grammar and handwriting)
- Remind pupils of importance of high standards in terms of layout, presentation and pride in their learning and books

Planning

Planning for marking will include:

- Clear learning objectives and outcomes that indicate the pupils have achieved the objectives
- Opportunities for pupils to improve their work following the teacher's written feedback
- Outcomes of marking should influence future plans so that assessment for learning is truly taking place

Interactive learning

Teachers should use a variety of strategies to ensure that pupils are part of the assessment process such as:

- Verbal feedback-teacher and pupil
- Quality/focused written marking with time for follow up
- Peer assessment-pupil and pupil and self-assessment. Clear success criteria should be the focus of self and peer assessment, and this process is most effective when demonstrated during plenaries and mini plenaries where improvements can be modelled

Differentiation

Teachers employ differentiation of feedback in a purposeful yet manageable way and at the same time ensure that pupils know they can move forward and be challenged. This can be achieved by modifying the comments made to suit the ability and age of the pupils.

Marking for Learning

Feedback should be an integral part of the everyday work of teachers. It should be used to:

- Inform the short term planning cycle
- Inform teachers about the progress of pupils
- Inform pupils how well they are doing and what they need to do to improve
- Provide information for other adults

Marking of learning

When marking of learning takes place feedback of summative pieces of work provide information by way of grades or levels. I.e. end of key Stage tests, interim tests, spelling tests, progress tests etc.

Spellings and Grammar

Children will be encouraged to use correct spelling rules and grammar. Errors will be identified and feedback will be given as the teacher sees appropriate. Subject-specific vocabulary spelling will be corrected, as will words at an appropriate level for the child. For example, in a science lesson, scientific vocabulary will be corrected alongside words appropriate to the child's ability. Teachers will use their professional judgement to avoid 'over-marking' grammatical or spelling errors. The corrected word will be recorded in the piece of work by the teacher.

Marking of Homework

When marking homework, teachers will ensure that individual efforts are acknowledged and praised. Comments will refer specifically to the content of the homework. When appropriate, suggestions for improvements will be made. Marking of homework will also serve to inform parents about a teacher's expectations. All other aspects of the marking and feedback policy also apply to homework.

Marking code

In order to ensure consistency, clarity and the effective use of adult and child time, Curbar Primary School uses the following code for marking:

code	meaning
✓	correct / acknowledged
.	incorrect
I	work completed independently
G	work completed with adult guidance (adult to initial)
?	this is not quite right – think about how to improve it
^	please add extra information here
Sp	spelling – please correct
x3	please write the spelling 3 times (indicate word)
ul	please underline with a ruler
c	please correct
//	start a new paragraph
VF	Verbal Feedback

Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Assessment coordinator and the subject leaders as follows:

- The subject leaders undertake the work sampling of their subject
- The assessment coordinator will oversee the above process and produce an action plan prioritising any changes

This policy will be reviewed annually or before if required.