



St John's Green Primary School

Learn to Live, Live to Learn

Updated May 2016

MARKING AND FEEDBACK POLICY

At St John's Green Primary School, we believe that marking is an essential part of planning, assessment, teaching and learning. Feedback and marking responds to pupils' written work, practical activities and attitudes to learning. Feedback and marking provides constructive comment, acknowledges achievement, promotes positive attitudes and leads to an improvement in standards. We are able to assess what children have learned, the methods of learning and what their strengths and areas for development are; wherever possible, combinations of marking and oral feedback are used within the lesson to intervene in children's learning to show demonstrable impact in that session.

Purpose

At St John's Green we believe that the purposes of marking and feedback are:

- to indicate whether the pupil has met the success criteria for that session
- to provide constructive feedback
- to encourage, motivate, support and promote positive attitudes
- to inform planning
- to provide information for assessment
- to recognise achievement, presentation and effort
- to show pupils that we value their work
- to promote higher standards
- to correct errors and clear up misunderstandings
- to assist learning
- to allow pupils to reflect on their performance
- to help pupils become independent learners, transferring their skills across a range of subject areas.

Key Principles

At St John's Green marking and feedback should:

- be mainly related to the learning objective
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- be constructive
- be related to needs, attainment and ability
- provide pupils with opportunities to assess their own work and that of others, as appropriate.

Guidelines for Marking and feedback

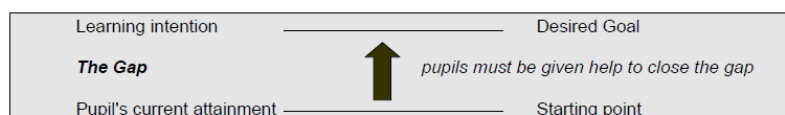
Types of marking

There are two types of marking - Developmental and Acknowledgement. Acknowledgement marking is marking in which a single tick may be used. It acknowledges that the child's work has been reviewed and that this has informed teacher's planning.

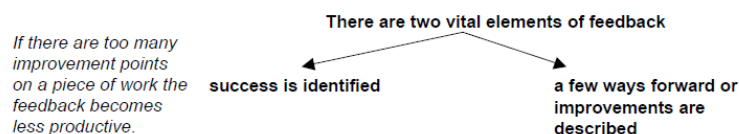
Developmental feedback identifies next steps to learning and is the core of this policy.

When to mark

- Effective teaching is key to effective marking; the child/learner must know the purpose of the task.



"For assessment to be formative the feedback information has to be used"
(Black and William 1998)



- Prior to marking, children will be encouraged to evaluate their own work where appropriate, taking into account the learning objective and success criteria
- Marking should be done during, or as soon as possible after the completion of the task
- When Developmental marking has been used – **the teacher will build in 'Fixit' time** for the child to respond to the marking and action the comments, including the writing out of spellings etc.

What to mark

- Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the age of the child
- Final pieces are not always marked, as extensive marking or feedback may have taken place during the writing process.

How to mark

Teachers will mark primarily against the learning objective, written or verbal comments will inform the child of their success and, if appropriate, the steps they need to take to achieve their target.

Feedback may comprise three elements:

1. What the learner has done well
2. What has been less successful
3. An indication of how improvement can be made.

In addition:

- Teachers will mark as much as possible with the child using the code VF to identify this
- Different prompts (both written and verbal) may be used by the teacher for the child to respond to; A reminder prompt – simply reiterates the learning objective, A scaffold prompt – involves the teacher/child making a suggestion on what could be written and giving it back to the child, An example prompt – models a choice of possible improvements, but asks if the child has an idea of their own.
- The Sutton Trust (Summer 2013) suggests features of effective feedback:

What do I need to know?

Providing effective feedback is challenging. Research suggests that it should:

- be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct").
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...").
- encourage and support further effort (getting a balance between support and challenge) and be given sparingly so that it is meaningful (as too much feedback can stop learners working out what they need to do for themselves).
- provide specific guidance on how to improve and not just tell students when they are wrong.
- be supported with effective professional development for teachers.
- Wider research suggests the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from other peers as well as adults (see Peer tutoring).

After marking

- Fixit Time is used for pupils to reflect upon their marking.
- Pupils may use purple polishing pens to improve their writing in the light of feedback from adults
- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. Whilst they are important, the focus of the marking will be mainly against the Learning Objective.
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson. This may take the place of detailed written comments in each book

Pupil marking

- Children may, where appropriate, self-mark work, or mark another child's work. The teacher will review this marking.
- Practice can often be marked by the children themselves. In this way the class can discuss and explain the answers.

Marking by Support Staff

LSAs will mark work within the session to give immediate feedback. LSAs should then inform the teacher of the progress and problems from that piece of work, either verbally or by annotating the daily planning. All support staff (LSAs and HLTAs) will place their initials in a circle, as will Supply Teachers.

Success Criteria

We know our policy is working when:

- There is evidence that work is being marked regularly
- Marking informs future planning
- Pupils interact and improve their own quality of work
- There is increased motivation and engagement.

Monitoring

Subject Leaders ensure that these guidelines are being used consistently throughout the school by carrying out regular book scrutiny and lesson observations. In addition, teachers carry out regular moderation in Phase Meetings. Feedback on the implementation of the policy will be given during phase/staff meetings or with individual members of staff. The Governing body will monitor the implementation of the policy.

Specific Details

At St John's Green we accept that written marking of work has to be tailored to meet the ability and age of each child and the subject being marked. This policy will be used throughout the school.

- Stampers and/or stickers are used as additional rewards

Highlighters will be used in marking. These should highlight good things in **pink (tickled pink by your work)** and inaccuracies or areas for development in **green (green for growth)**.

This Marking and Feedback Policy is under constant review.