

St. Thomas' Church of England **Marking and Feedback Policy** **Revised September 2016**

The need for a marking policy

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We recognise that the teaching team consists of teachers, teaching assistants (TA's), nursery nurses and any other specialist teachers employed by the school and/or LEA.

The affect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

Our policy for marking and feedback supports learning by:

- Recognising that marking and feedback is an essential part of planning and assessing teaching and learning.
- Ensuring the purpose of marking is to assist learning.
- Promoting high standards and positive attitudes to learning and behaviour.
- Ensuring a consistent approach to marking and feedback throughout the school.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misunderstandings and offering encouragement.
- Providing assessment information and informing future planning.
- Enabling pupils to reflect on their past performances and set new targets together with the teacher.

- ▣ Provide ongoing opportunities for self assessment.
- ▣ Teaching children to recognise what they do well.
- ▣ Fostering a culture whereby it is okay to make mistakes but good to learn from them.
- ▣ Ensuring marking is regular and frequent.
- ▣ Encouraging pupils to accept help/guidance from others.

Our procedure for marking:

At St. Thomas CE Primary School, we believe marking should:

- ▣ Acknowledge each piece of work.
- ▣ Be undertaken as quickly as practicable, where possible with the child.
- ▣ Involve other adults within the classroom as appropriate.
- ▣ Be selective and relate to specific learning objectives and targets known to the pupil in advance.
- ▣ Be constructive. A negative comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further.
- ▣ Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point. Teachers should use their professional judgement when deciding how many corrections to mark.
- ▣ Include a brief constructive comment where appropriate. This comment should be specific to the learning objective and content of the work. General comments such as "good" are to be avoided unless qualified with further comment as to why.
- ▣ Take account of individual ability and effort.
- ▣ Be manageable for staff.
- ▣ Be in keeping with the ways in which the school recognises and celebrates children's achievements.
- ▣ Provide pupils with the opportunity to assess their own work and that of others.
- ▣ Be in a different colour or medium from the pupil's writing, but not dominate.
- ▣ Good presentation is expected and may be commented on after the learning intentions have been considered. All work should be dated and titled reflecting the learning objective/success criteria that will be marked against.
- ▣ Be consistent across the school and use the codes identified in the appendix.
- ▣ Use the agreed codes/symbols for marking and display these prominently in the classroom to ensure children are familiar with them.

The methodology of marking children's work

The following are acceptable examples of methods of marking and feedback, however a minimum of one in every third piece of work in a subject should be quality marked. Mark schemes have been included in this policy as appendices.

Oral Feedback

It is important for all children to have oral feedback from a member of the teaching team. This dialogue should focus upon successes, areas for development and to set targets for future learning.

Classroom staff should be talking to the children about their work frequently. Oral feedback should be constructive and develop the child's learning and understanding.

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this. (See relevant appendix on Subject specific marking and feedback for further information).

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate.

Quality Marking (Tickled Pink)

When quality-marking teachers should:

- Read the entire piece of work.
- Highlight up to 3 examples of where the child has met the learning intention in pink and indicate clearly a focused comment linked to this, which will help the child improve their future learning.
- Highlight in green areas for improvement (green for growth)
- Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices.
- All the children should have a comment. When possible and appropriate, children should be given a comment, which will extend their thinking.

Children's response to the comments

Self-Marking and evaluation

- ▣ Children should be given time at the start of a lesson, to read and consider the written feedback the teacher has provided.
- ▣ Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- ▣ Children should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply.
- ▣ All children should be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point.
- ▣ Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's workbooks will be monitored by the SLT group and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

Numeracy

In Numeracy all pieces of work should be marked by of staff.

Investigative and Practical work

- ▣ Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.
- ▣ Pupils should be given the opportunity to self-evaluate objectives

Literacy

- ▣ A minimum of one in every third piece of work should have a quality comment.
- ▣ All pieces of work should be marked

- ▣ Pupils should be given the opportunity to self-evaluate objectives using tickled pink and green for growth.
- ▣ When marking WRITING, there needs to be two comments: one to emphasize and praise a successful aspect of the piece and one to highlight an area for improvement. WOW words and other strengths may be highlighted in pink. See subject-specific policy for further information.

ICT

Samples of work used for ICT feedback should be annotated with the ICT learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.




Vocabulary

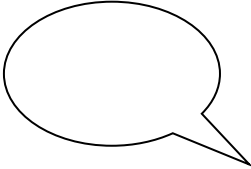
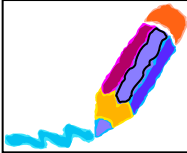

Where subject specific vocabulary is written, this should be correctly spelt.

Performing Arts

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Symbols to be used when marking work

	<p>You have understood this work.</p>
	<p>You are beginning to understand this work.</p>
	<p>You need help. Come and ask!</p>

I	Independent work
T/TA	Help has been given by teacher or teaching assistant. Can be initialled.
	My teacher spoke to me about my work.
Supply	Supply teacher
//	New paragraph
—	Spell correctly (correct spelling may be written for some children)
CL	Capital letter missing
	Handwriting
^	Put an effective word here
	Finger Spaces

Teacher Intervention

If a teacher/support assistant has intervened with the child's learning, then it must be clear on the child's work from which point the child carried on independently. This should be done with a green line separating the work

before the intervention and the work following the intervention. This is to show impact of support.