

Policy for Marking and Feedback

Rationale

We believe that marking should provide constructive feedback to every child, focusing on success criteria, learning intentions and targets; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. All assessment and feedback is most effective alongside the pupil.

Principles

Marking and feedback should:

- be carried out before the next lesson;
- be carried out alongside the pupils whenever possible;
- be accessible for the pupils;
- relate to learning intentions and/or success criteria;
- give recognition and appropriate praise for achievement;
- give clear strategies for improvement;
- allow time for pupils to read, reflect and **respond** to marking;
- encourage and teach pupils to self-mark;
- inform future planning and individual target setting;
- involve all adults working with pupils in the classroom.

Purpose

To recognise, encourage and reward children's effort and achievement.

To provide clear appropriate feedback about strengths and weaknesses in pupils' work and how they can improve their work.

To improve a child's confidence in assessing their own work and achievement in targets.

To help pupils develop an awareness of the standards they need to reach in order to achieve their National Curriculum targets.

To identify pupils who need additional support or more challenging work.

To help in reporting to parents.

To inform next steps in learning.

Intended Outcomes

Pupils know their current strengths and know what they need to do in order to make progress.

Pupils have time to respond to comments given, using their green polishing pens.

Pupils feel confident about their work and are motivated to improve it.

High standards of presentation, effort and achievement are maintained.

Standards of achievement are raised.

Monitoring and Evaluation

The Senior Management Team, Achievement Leaders and Subject Leaders review the quality of marking and feedback as part of lesson observations and book scrutinies. Improvements for marking and feedback are shared with teachers. Year groups agree assessment criteria during standardisation/moderation trials.

Formative Marking and Feedback – AfL Assessment for Learning

This is the main type of marking carried out in our school; it has the greatest impact on raising standards and should be done for as much written work as possible across the curriculum. It is expected that work in English and Maths is marked using this principle. Teachers underline in pink highlighter up to three parts of the work which successfully reflect the Learning Intention or Success Criteria. They then make one suggestion using red pen, which will improve the piece of work based upon the success criteria. This is indicated by a green highlighter to show where the improvement can be made. The teacher's written prompt and the pupil's response are made at the end of the work. The pupil responds using their green polishing pens.

Prompts can be:

- Reminder prompts; reminding the pupil of the learning intention or success criteria,
- Scaffolded prompts; clues given to support an improvement
- Example prompts; a choice of 3 examples of phrases or words from which the pupil can choose, or make up their own
- A challenge may be suggested in maths

When work has been formatively marked, time must be given for pupils at the beginning of the next lesson to read the prompt, and make one focused improvement based on the improvement suggestion. The written response is the key to pupil improvement.

Paired Marking - AfL

Partners should be of the same ability and ground rules need to be established for formative marking.

Pupils should be trained initially to identify their partner's successes while the teacher continues to identify the improvement prompt. Only when pupils fully understand the process should they suggest a suitable prompt. (This could be written on a post-it). Discussion should be encouraged rather than one pupil marking and the partner passively accepting the comments.

Self-marking - AfL

Pupils using formative marking to assess their own work is the aim for all assessment. Pupils will appreciate their own strengths and weaknesses if they are given the opportunity to mark and discuss their own work at the end of lessons. Pupils can identify work in which they have achieved their success criteria. They also have the opportunity to edit and evaluate.

Marking spellings and grammar

Correct spelling is important. Spelling mistakes should be corrected. Only 2 or 3 corrections should be identified in any one piece of work and these should be within the ability of the pupil. A dot in the margin should help the pupil identify which line the spelling or grammar error is to be found. Correct grammar is important and is taught within SPAG starters. 1 or 2 grammar errors should be identified in pupils' work unless the learning intention directly relates to grammar, where the AfL marking would then identify improvement steps.

Foundation subject marking

For the foundation subjects teachers may use the following phrases when marking: '~~on track~~', '~~nearly there~~', or 'you've got it' to identify to the pupils how well they have met the learning intention.

Organisation of Marking and Feedback

- Teachers should make the Learning Intention of the lesson clear. Identifying Success Criteria will help raise the standard of work. Time needs to be found within the lesson and in the plenary to focus on these elements.
- Pupils should be given the opportunity to self-mark, when appropriate, but teachers need to check books as well, tick and comment to ensure that accuracy and high standards are maintained.
- **Work should always be marked before being returned to pupils.**

This policy will be monitored and reviewed by the Headteacher on an annual basis.

Policy updated: June 2017

Staff responsible: Jo Adams

This policy was ratified by the Governing body on: 12th July 2017

Signed on behalf of the Governing Body: _____(signature)

_____ (printed)