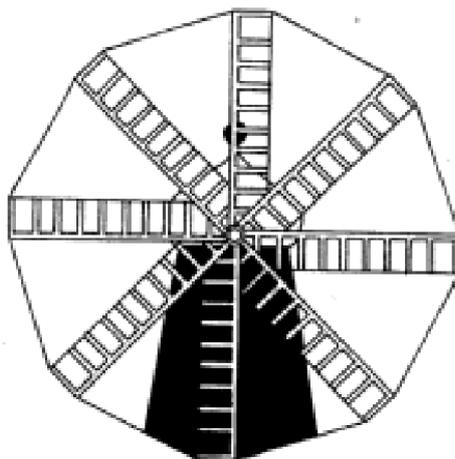


Feedback and Marking Policy

Heckington St. Andrew's Church of England Primary School



Approved by:

Curriculum &
Standards Committee

Date: 12.3.19

Last reviewed on:

Next review due by:

March 2021

Rationale

"The most powerful single moderator that enhances achievement is feedback." John Hattie

Marking and feedback is an integral part of assessment. We aim to provide a system of marking and feedback that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking will also allow for self-assessment and peer support where the children can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively wherever possible to enhance self-esteem and confidence. Marking will also be used to inform parents, inspectors and other interested parties.

Aims and Objectives

At Heckington St. Andrew's we aim to:

- Give feedback to children and to inform them of their achievements and the next steps in their learning so that they can have ownership of their own learning and progress.
- Show that work is valued and give praise and encouragement to pupils.
- Encourage self-correction and self-improvement.
- Demonstrate appreciation of children's efforts.
- Use marking to inform future planning and learning linked to target setting.
- Enable dialogue to take place about learning and progress.
- Help parents to understand the strengths and areas to develop in their children's work.
- Develop peer support and evaluation skills to support future learning.

Quality feedback includes:

- Verbal feedback;
- Teacher assessment;
- Self-assessment;
- Peer assessment.

Marking should be:

- Manageable: proportionate, considering frequency and complexity of written feedback, and costs and time effective.
- Meaningful: marking may vary between age group, subject and what works best for the pupil and teacher in relation to a piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

- Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive; sometimes short, challenging comments or oral feedback are more effective.

The quality of marking and feedback is more important than the quantity. The quality of the feedback should impact on subsequent work.

Marking Procedures

- Teachers will mark in pink pen, support staff will mark in blue pen and supply staff in green pen.
- As far as possible, marking will be done daily, including during the lesson, and will be marked in relation to the learning objective.
- Feedback will be in the form of a positive comment about the child's work and then identifying an area for improvement. We aim to make it clear if the objective has been met and, if not, why not. These comments are often used to help children identify their short term targets. Use of success criteria is an ideal way of marking against specific learning intentions which have been made clear to pupils as they work.
- Children will be encouraged to reflect after marking and take the opportunity, where appropriate, to respond in order to correct, practise or investigate a problem further.
- It will be assumed that work is independent unless otherwise indicated. Where a child has had some live intervention and support, the work following this will be marked with an I to show that they have then gone on to work independently.
- Ideally, marking should become a part of the developing dialogue resulting in pupil progress.
- With younger children, the focus is more on verbal feedback and this may be from the teacher or teaching assistant.
- Teachers will identify a maximum of three spelling errors across a piece of work and will allocate time for children to re-write the correctly spelt word.
- We have an agreed code for marking and this "key" is displayed in the front of pupils' books. It is also discussed with the pupils and can be displayed within the classroom (see appendix 1). In EYFS, this code will be used as appropriate to the age and stage of the pupils.
- Teachers may, if they wish, use a whole class marking and feedback sheet where appropriate and where it helps to inform next steps (see appendix 2).

Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positive and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a "V" will be recorded next to the piece of learning. Staff may also, if they wish, make a brief note of what was discussed with the child. However, during learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.

Self-Assessment

Wherever possible, children are encouraged to self-assess.

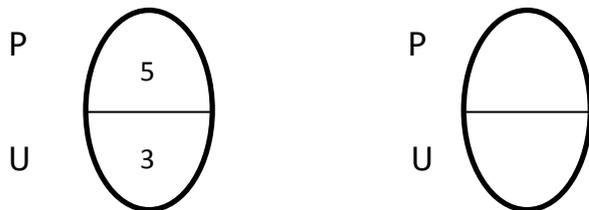
In EYFS and Key Stage 1, pupils should be taught to self-assess in a meaningful way, against the success criteria. But the end of Year 2, the pupils should be able to self-assess regularly.

By the end of Key Stage 2, pupils will use self-assessment which will then be moderated by the class teacher who will either agree or alter the self-assessment.

To self-assess, the pupils should tick the success criteria (using purple pens) which they feel they have achieved and find evidence of this in their work, which they also underline neatly using purple pen and a ruler.

The pupils should then identify their own next step and write this at the bottom of their work in Key Stage 2, or circle the success criteria that they have not met in Key Stage 1.

Self-evaluation may also be in the form of assessing their presentation and understanding. Child places own opinion of presentation and understanding (using 1-5) and teacher then places their own opinion next to it.



Peer Assessment

In EYFS and Key Stage 1, pupils should be taught to peer-assess in a meaningful way, against the success criteria. By the end of Key Stage 2, pupils will peer-assess regularly in English and Maths and in other subjects where appropriate. Again, all peer-assessment should be moderated by the class teacher to either agree or alter the assessment.

The pupil should initial their peer assessment to identify who has assessed the work.

Instructions for use of Pupils

Start by asking your friend for some specific help about your work – e.g. “How do I...?”

Now pass your work around x number of friends. Ask them to:

- Be kind – celebrate what is amazing about the work by giving your friend warm feedback and make them feel great about what they have achieved so far.
- Be helpful – it’s time to be constructive and point out what could be improved – try and keep to the initial question.
- Be specific – keep to the question – tell them exactly what needs to be improved – the more you tell them, the better their work could be!

Children are encouraged to absorb any written comments at the beginning of a lesson to ensure that marking has an impact.

Roles and Responsibilities of Head teacher, staff and governors

The Head teacher will ensure that:

- The policy is implemented and monitored.
- Formative and peer/self-assessment is monitored to enable target setting to be well communicated and effective.

Teaching and non-teaching staff will ensure that:

- The policy is implemented and adhered to so that there is a consistency of approach by all staff.

Governors will ensure that:

- The policy is implemented and monitored.

Arrangements for Monitoring and Evaluation

A system of monitoring and evaluation will be carried out by the head teacher in conjunction with subject leaders, senior leaders and governors as appropriate. The head teacher will monitor marking and feedback to ensure that children are being given opportunities to enable them to make the maximum progress possible. Work scrutiny will monitor the standard of marking and feedback to ensure that the aims and objectives of the policy are being fulfilled.

Feedback and Marking

What do these symbols mean?



Well done – you did a good piece of work.

S

Supported – an adult helped you complete this work.

I

Independent – after support, you completed your work on your own.

G

Group Work – you worked within a group to complete your work.

T

Target – you met the learning objective.

V

Verbal Feedback – we talked about this activity.



Next step – think about your...

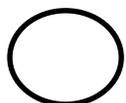
House or Dojo point– you earned yourself a house or dojo point



Merit – you earned yourself a Merit.



Spelling Error - you have spelt a word incorrectly.



Punctuation Error - you have missed some punctuation.

Appendix 2

Date:
Subject:
Objective:
Misconceptions:
Actions to address misconceptions:
How to extend pupils who have achieved the objective:
Other: incomplete work/presentation/work to highlight to rest of class: