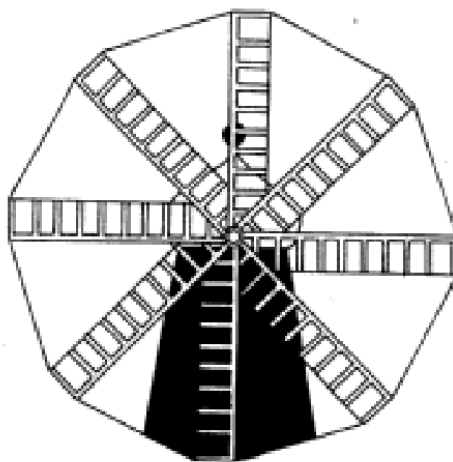# Feedback and Marking Policy

Heckington St. Andrew's Church of England Primary School

Approved by:	Curriculum & Standards Committee	Date: 1.7.2021
Last reviewed on:	12.3.19	
Next review due by:	July 2023	

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 question.
- Feedback may take the form of:
    - a positive comment about the child's work
    - identifying an area for improvement
    - a comment about the child's ability to answer the learning question
    - use of success criteria
    - use of yes/no assessments in KS1
    - use of red/amber/green assessments in KS2
    - use of a whole class marking and feedback sheet (see appendix 1)
    - individualised, age appropriate class routines for feedback
- 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.
- Ideally, marking should become a part of the developing dialogue resulting in pupil progress.
- Where teachers have identified spelling errors across a piece of work, time will be allocated for children to re-write the correctly spelt word.
- We have an agreed code for marking and this "key" is discussed with the pupils and is displayed within the classroom (see appendix 2).   In EYFS, this code will be used as appropriate to the age and stage of the pupils.

Verbal Feedback
Verbal feedback and dialogue should be embedded within every session. It should be specific to the learning question or 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.

Self-Assessment
Wherever possible, children are encouraged to self-assess at an age appropriate level.

To self-assess, pupils may:
- tick the success criteria that they feel they have achieved

- find evidence of success in their work
- RAG rate (yes/no in KS1) their learning question
- identify their own next step(s).

Peer Assessment

Wherever possible, children are encouraged to peer assess at an age appropriate level.

To peer assess, pupils may:
- tick the success criteria that they feel they have achieved
- find evidence of success in their work
- RAG rate (yes/no in KS1) their learning question
- identify their own next step(s).

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

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.

Appendix 1

| 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: |

Feedback and Marking
What do these symbols mean?

√   **Well done** – you did a good piece of work.

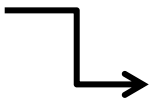S   **Supported** – an adult helped you complete this work.

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

G   **Guided Work** – you worked within a group to complete your work.
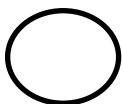
      Next step – think about your…

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

(M)   **Merit** – you earned yourself a Merit.

(SP)   **Spelling Error** - you have spelt a word incorrectly.

( )   **Punctuation Error** - you have missed some punctuation.