



Policy on Marking and Feedback

1 Introduction

- 1.1 At St Ives Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive feedback as an essential part of the assessment process.

2 Aims and objectives

- 2.1 We mark children's work and offer feedback in order to:
- show that we value the children's work, and encourage them to value it too;
 - boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
 - give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
 - offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
 - promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
 - share expectations;
 - gauge the children's understanding, and identify any misconceptions;
 - provide a basis both for summative and for formative assessment;
 - provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

- 3.1 We believe that the following principles should underpin all marking and feedback: The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- 3.2 Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- 3.3 Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets
- 3.4 The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- 3.5 Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- 3.6 Comments will focus on only one or two key areas for improvement at any one time.
- 3.7 Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This

includes sharing the learning objectives and the key expectations for the task right from the outset.

- 3.8 Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- 3.9 The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
- 3.10 For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.11 Feedback may also be given by a teaching assistant, or through peer review.
- 3.12 Group feedback is provided through plenaries too, and in group sessions.
- 3.13 Feedback will help a child to identify their key priorities for improvement or their next steps.
- 3.14 Teachers will note errors that are made by many children and use them to inform future planning.
- 3.15 Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

4 Approach to marking

- 4.1 Teachers will mark pupil's work at least once a week on an in-depth basis using a ratio of positive comments to one area for improvement indicated by appropriate colours. Green indicates positive/good and red highlights areas for improvement.
- 4.2 Work to be marked in depth includes: English, Maths, Creative Learning Journey, Home learning and Reading Records
- 4.3 Teachers will give clear strategies for improvement
- 4.4 Children will be allowed specific time to read, reflect and respond to the marking therefore positively affecting the child's progress.
- 4.5 Look for persistent errors and patterns of errors, rather than every error made; teachers will be selective and sensitive in marking, ie. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- 4.6 Each class employs 'talking partners' whereby children are encouraged to help assess each other's work and suggest ways to improve.

5 Monitoring and review

- 5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.


Signed:

Date:

Appendix 1

Marking Code

It is agreed that teachers or other responsible adults will use the following symbols or methods when marking:

| | |
|---|--|
| √ | Correct |
| x | Incorrect |
|  | Next steps |
| VF | Verbal feedback: "my teacher has talked to me about my work" |
| I | Independent |
| G | Guided |
| PS | Peer support |
| Sp | Spelling |
| E | Evidence towards target |
| TP | Team point |
| WD | Well done slip |

Use of stamps/stickers

A variety of stamps/stickers may be used by teachers or under teacher direction to mark children's work. It is agreed that these may be used to encourage children's response or to show the feelings of the adult marking the work. However, these do not replace an in-depth mark.

Effective Marking and Feedback Strategies

Next steps should be in red with a corresponding written prompt. A focussed comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

Useful 'Closing the Gap' comments are:

- A reminder prompt eg "What else could you say here?"
- A scaffold prompt eg "What was the dogs tail doing?", "The dog was angry so...", "Describe the expression on the dog's face".
- An example prompt eg "Choose one of these of your own: He ran around in circles looking for the rabbit/The dog couldn't believe his eyes"

Time is then given for the child to respond to the written prompt, thus enabling them to 'close/bridge the gap' and improve their work.