

MEREWORTH COMMUNITY PRIMARY SCHOOL



MARKING & FEEDBACK POLICY

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Mereworth C. P School
Marking and Feedback Policy - 2019

This policy is part of the whole school policy for Teaching and Learning. It relates to the ethos of our school and has direct links to curriculum planning and assessment.

A Definition of Marking

Giving feedback to pupils in ways which will improve their learning by helping them understand what they are doing well, and how they can achieve future targets. Our policy is based on the principles that

- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher informed of individual needs and abilities within the class.

A Whole School Approach

Who is involved?

Leadership Team – monitoring, evaluating and inset

Class Teachers – giving feedback in a variety of forms

Pupils – self assessment and marking, peer assessment and marking and improving their own work.

Support Staff – marking in line with the LO, commenting on assistance given.

The Purpose of marking and giving feedback

- To provide feedback about strengths and weaknesses in work
- To provide feedback on accuracy and correct errors
- To assist children with reviewing their own work
- To inform planning
- To help with reporting to parents

Effective Feedback and marking

- Is most effective in the presence of the child
- Effort is acknowledged alongside achievement
- Pupils must be given time to read through marked work, reflect and respond

Marking and feedback should take on the following forms as appropriate to the work:

- Linked to the Learning Objective
- Symbols used are displayed in classroom and understood by children.
- Use of visualiser and mini plenaries are used to model good examples
- Positive comments and guidance for moving learning forward
- Open questions are posed to enable the child to think about next steps and taught skills
- There may be a correct example given by the teacher
- There may be a request to complete corrections

- Includes a range of oral and written feedback, verbal feedback will be noted in books
- Is given as soon as possible after the work is completed by the pupil
- Includes opportunities for self and peer assessment

Guidance on peer/ self-assessment

Peer and self-assessment have a key role in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others).

Children will be trained in how to peer and self-assess meaningfully.

Key stage one will complete peer or self-assessment at least once per term. This will be verbal or with the use of symbols.

Year 3 and 4 will complete peer or self-assessment at least one per term – this will be either verbally or written.

Year 5 and 6 will complete peer and self-assessment each week. This will be verbal or written.

Children will act as response partners. This encourages critical reading, careful checking and gives an audience for the work. Children will be guided by the teacher, so they show sensitivity to each other and know what they are looking for, to ensure the experience is positive and constructive.

Responses may also be given in the form of thumbs up or down.

Children self-marking

Occasionally and where appropriate children should be involved in marking their own closed exercises (where response is either right or wrong).

- Children will mark in their red responding pen (Maths exception)
- Teachers should go through answers and processes orally, demonstrating any working out, so pupils understand mistakes.

Children (particularly those in KS2) are also encouraged to edit and improve the first draft of writing. This may be with teacher assistance until they are more independent with checking spelling errors etc. Children will use their **coloured responding pen** to do this.

Feedback Methods

The following feedback strategies are used in our school. The choice is dependant upon the type of work being assessed and the age of the children being assessed.

Teacher's written feedback

Teacher's feedback will focus on the objective and relate directly to the teaching points outlined at the start of the lesson. Not all errors will be corrected. Teacher's handwriting needs to be in-line with year group expectations.

- Universal marking codes will be used. Displayed in the class and explained to pupils regularly. (see Appendix 1 - marking codes)
- Teachers and TAs will mark in **green pen**, use a **green bubble** and any printed questions will be in a **green box**
- In extended pieces of writing, teachers will highlight against the success criteria using **yellow highlighter**

- In writing, checklists for children / teachers to mark against will sometimes be used, usually at the end of a unit of work or when there is evidence of a final piece of writing in a specific genre.
- Success Criteria is shared in every lesson (on board / powerpoint etc)
- Relevant elements of detailed marking will be introduced in Reception class ready for KS1, although it is expected that children will be given more oral feedback at this stage.
- Cover / HLTA teachers will mark and initial all work

Marking for Improvement (MFI)

The expectation of 'Marking for improvement' comments which are linked to 'Blooms Taxonomy questioning' will be:

<u>Subject</u>	<u>Lessons per week recorded</u>	<u>Number of Blooms Question marking per week.</u>
English	5	2/5
Maths	5	2/5
Reading (Y3-6)	3	1/3
Science History/Geography	1	A minimum of two per term.
RE PSHCE ART/DT	Dependent on the topic being covered and evaluation process for that unit.	
FRENCH	When applicable to written lessons.	

Improvement and development comments should help pupils understand how to improve their work, assess their learning or apply a taught skill to a new context.

- Ask a question – “Why did...” “How could...”
- Get the child to rewrite a sentence to improve.
- Give advice – “Go back and add... / go back and identify...”
- Rework this calculation... / Explain why...

Response Time for pupils on Teacher Feedback

When work has been marked for improvement and returned to pupils, time must be given at the next appropriate lesson or as morning work to enable them to read and reflect on the teacher's comments. Children then respond to the improvement comments, make corrections or ask for clarification verbally.

Pupils need to be taught to value teacher comments and feedback response time as an essential part of learning.

Alternative ways of celebrating success

Openings of lessons (under visualiser, reading extracts of work)

Mini – plenaries (Why is this good?)

Assemblies

Achievement awards

Display

Moderation


Cross year group and collaborative cross school moderation will occur regularly throughout the academic year enabling teachers to benchmark work against a wider group of pupils and engage in professional dialogue about assessment.

Monitoring

Marking and feedback will be monitored by SLT and Subject Leaders through book sampling, drop-ins and lesson observations

Mrs Pearson

November 2018

Mark	Meaning	Example
CL	Capital letter needed	
Circle with P	Punctuation needed	
COL + short date	Continuation of learning	
/ or finger drawing	Space needed	
//	New paragraph	
^	insert	
Yellow highlighting	Indicate success in work	
sp	Check spelling	
	See me regarding this work	
Maths: dot next to incorrect calculations. Child to make correction alongside or at bottom of the work if there is no space in pencil .		
VF	Verbal Feedback	
PW	Paired work	
GW	Group work	
CT	Supported / directed by the class teacher	
TA	Supported by a Teaching Assistant	

To be stuck on the inside of all exercise books.

Editing and Responding

Green pen = my teacher's marking

Red pen = my editing or responding to my marking

Yellow highlighter = where I have met the success criteria