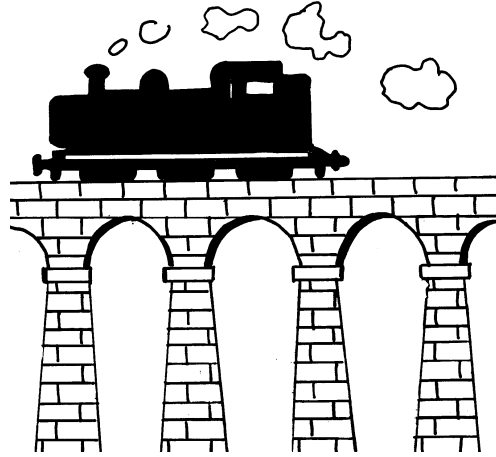


Chappel C of E (VC) Primary School



On track for success

Name of Policy	Marking and Feedback Policy
Author	Teaching Staff
Discussed with staff	13 th October 2010 6 th November 2013 5 th October 2016
Agreed by Governors	7 th December 2010 26 th November 2013 22 nd November 2016 4 th November 2019
Review Date	Autumn Term 2022

Chappel C of E (VC) Primary school Marking and Feedback Policy

Our school is on track for success.

The Chappel school family nurtures independence and self-belief promoting a passion for learning so all aspirations are achievable.

At Chappel C of E (VC) Primary School we strive to

- **Promote healthy hearts and nurture enquiring minds;**
- **Encourage the school community to feel welcome, safe and valued within a Christian ethos;**
- **Empower children to be independent learners and contributing members of the community;**
- **Recognise parents and carers as essential partners in their children's development;**

Our curriculum will

- **be varied, challenging and inspiring;**
- **build upon first hand experiences;**
- **be rich, stimulating and relevant;**
- **enable children to enjoy learning**

Our Core Christian Values are

- **Tenacity**
- **Faith**
- **Courage**
- **Respect**
- **Tolerance**
- **Compassion**

Rationale

At Chappel C of E (VC) Primary School we take a professional approach to the task of marking work and giving feedback. All children are entitled to regular and comprehensive feedback on their learning; therefore all teachers will mark work and give feedback as an essential part of the assessment process. Constructive feedback to every pupil. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. We value the

impact of peer and self assessment as a tool to promote individual learning and promote this across the school.

Overall Aim

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them 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 they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress
- provide the ongoing assessment that should inform future lesson-planning
- act as a guide for presentation expectations, and to encourage further learning.

Principles of 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.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- 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.
- Comments should be appropriate to the age and ability of the child
- Comments will focus on only one or two key areas for improvement at any one time.
- 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.
- 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.
 - Written comments should be written using the cursive handwriting style adopted by the school; they should also be neat, legible and written in a contrasting colour
 - The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.
 - Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
 - Feedback can identify a child's key learning difficulties.
 - Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
 - Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Implementation

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed. (indicated by the symbol v/f beside the appropriate piece of work)
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 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.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The school has explicit guidelines that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson objective at the top). At Key stage 2 all pupils are expected to follow these guidelines and at KS1 pupils should be working towards them.

- In addition to these general rules there are specific rules for specific types of work, for example maths. These rules have been taught and may be on display. They make it clear what good-quality presentation of work in the subject is like.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used from time to time. (Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements)
- Ticks are normal where work is correct and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example a Sp for a spelling mistake (see attached code).
- Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- Teachers comment on spelling, grammar and presentation in addition to other comments.
- Marking will be completed using three different coloured pens
 - Pink for "tickled pink" when the learning objective has been met. This may well take the form of ticks on the work where good examples of the learning are demonstrated and a comment at the end of the work.
 - Green for "getting even better" to identify how the child needs to improve work. This may take the form of spellings to practice or a sentence/paragraph to rewrite. This type of comment is expected to be evident for at least one piece of maths and one piece of English work per child each week.
 - Red is to be used by the children to indicate they have read and acted upon the teacher's green comments. Time will be given when appropriate for comments to be acted upon.

The Pupil's role in marking

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.

- The children are expected to self assess or peer assess their work during the lesson against the learning objective and success criteria and to make improvements.
- When appropriate, children may mark their own or another child's work using a red pen, and they should initial the marking.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- If the work has been distance marked against the learning objective and success criteria, the pupils will be given the opportunity to respond to comments, and make any corrections suggested by the teacher. The aim of all feedback and marking is that it becomes a two way communication between pupils and the class teacher.

Equal opportunity


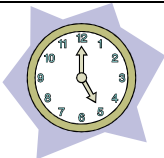
All pupils are entitled to have their work marked in accordance with this policy.

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities

Monitoring and review

- This policy was adopted by the governing body on date 2nd November 2010
- This policy has been reviewed by staff on the 5th October 2016
- This policy will be reviewed in the Autumn Term 2022

Marking Codes

v/f	Verbal feedback shared with child
np or //	New paragraph required
~~~~~	Spelling mistake
○	Punctuation error
	Learning objective met Learning objective partially met Learning objective not met
/\	Missing word
-----	Grammatical error
	A clock symbol indicates that your teacher expected you to do more work.
Top tip	Next step or even better if ...