



Silverdale St John's CE Primary School

Marking and Feedback Policy

Aims

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

We recognise the importance of having a consistent system for giving feedback and marking the children's work throughout the school. Marking is used as a target setting tool in both individual work and guided group work, using teacher comments, to enable children to understand what they need to improve.

Principles

Marking and feedback should:

- be related to the learning objective question and 'steps to success', shared at the beginning of the lesson
- be seen by children as positive in improving their learning
- done as soon as possible after the completion of the work and returned to the child. Whenever possible work is marked alongside the child, with comments given orally. This is of particular importance with younger children.
- allow specific time for children to read, reflect and respond to marking
- encourage and teach children to self-evaluate their work
- be accessible to children and manageable for children to read. In order for the marking to be formative, the information must be acted upon by the children.

Marking and Feedback of Written Work

All pieces of work will be marked in the following ways:

- In a contrasting colour pen
- Teachers will write feedback linked to the learning objective question or the pupil's individual target where appropriate.
- Children will be given time and opportunity to respond to written comments.

Teachers will feedback to children individually when they are seen to be making basic or recurring errors. On occasions, conference marking will take place with a child and an adult, where a piece of work is marked jointly and reasons for evaluations are discussed during this process.

Literacy

High frequency words and subject related vocabulary, which an individual child would be expected to be able to spell, but are spelt incorrectly, will be underlined. Teachers will use their discretion in writing the correct spelling on the children's work taking into consideration age and ability. A circle will be drawn to indicate incorrect or missing punctuation including incorrect uses or omissions of capital letters.

A double line (//) will be used to indicate where a new paragraph should begin. Children will be made aware of what these editing tools mean as they move through the school. On extended pieces of writing, teachers will use the 'two stars and a wish' strategy to indicate successes and next steps. Children will be encouraged to use the same strategy when marking their own, or peers' work.

Numeracy

Wherever possible, practitioners will attempt to mark during the lesson, to enable children to correct mistakes.

Correct answers will be marked with a tick.

Written feedback will be linked to the lesson objective and suggest a way to improve, or pose a further question to extend an individuals understanding.

Children's Response to Marking and Feedback

To enable the implementation of this policy to be successful, time must be given to the children to read comments or questions and act upon them. Children should be encouraged to take responsibility for responding to the comments and improving their work by making corrections or adding to it.

At the beginning of each academic year time, and at strategic intervals throughout the year, teachers will allow time to develop an effective routine so children know when it is appropriate to improve on or extend their previous completed pieces of work.

Monitoring

Subject leaders will scrutinise children's books of their subject area as part of their ongoing monitoring role. The literacy and numeracy subject leaders will feedback to the Head Teacher and be responsible for disseminating findings to the rest of the teaching staff.

Child Self-Evaluation

Children should self-evaluate wherever possible by checking through their work. Upon reflection of the success criteria of the lesson, children should be encouraged to identify their own successes and look for improvement points.

In Literacy, children are also encouraged to reflect on their personal targets and 'I Can' statements recorded in their work books.

In Numeracy children will use a RAG rating system. Supported by the teacher, children will mark their work with a red, yellow or green dot to indicate the extent to which they found the task straightforward or challenging to complete. This process will begin in KS1 and continue throughout KS2.

Date agreed at staff meeting: 2/3/15

Date of next review: Feb 2016