MARKING AND FEEDBACK POLICY

(Non-Statutory Policy)

(Standards Committee)

(Approval by Standards Committee – 3 Year Review Cycle)

Date to be implemented from:	18th March 2021
Date to be reviewed by:	18th March 2024
Date Reviewed by Sub Committee:	2nd March 2021

Approved by:

Signed: …………………………………………   (Chair – Standards Committee)

(Print Name)   ………………………………………….

Date   ………………………………………….

This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.

This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.

Policy Statement

1.1   St Andrew's School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect.

1.2   St Andrew's School presents its Marking and Feedback Policy as part of Assessment good practice and will meet any other legislation or requirements to ensure an environment for learning and progress for pupils, staff, parents/carers and visitors.

1.3   The Policy will be readily accessible within the School on the Website and in hard copy on request.

2   Reviewing the Policy

2.1   Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular review on an annual basis to ensure it is fit for purpose.

2.2

3   School Vision

3.1   Our vision is to become an outstanding School within a loving, Christian community.

3.2   Our parents/carers, children and staff will work together to enable all children to:
- achieve their potential
- learn in a safe, stimulating environment
- enjoy learning now and in the future

4   Purpose of Policy

4.1   Marking and giving constructive Feedback is one of the most important parts of assessment.

4.2   We are aware of the importance and value of assessing children through classroom dialogue throughout their time in the primary phase and particularly in the EYFS and at KS1.

4.3   At St Andrew's School we recognise that effective marking and feedback, in a variety of forms, enables children to make significant progress in their learning journey.

4.4   Marking will highlight positive aspects and be clear and appropriate in its purpose – it will be constructive and the outcomes will be an integral part of planning so it impacts upon learning.

4.5   We will encourage pupils to recognise their own mistakes and find correct answers, rather than always providing correct answers for them.

4.6   We will ensure all marking should be meaningful, manageable and motivating.

5   Aim of Policy

5.1   The aim of this Policy is to create a culture and ethos where pupils can engage with staff and assess how they are doing in a sensitive and effective way that moves them forward.

5.2   This Marking and Feedback Policy provides a framework which translates the values and aims of the School into effective procedures to ensure children:

- **UNDERSTAND** what they have done well
- ARE **CLEAR** about how to improve
- Make **VISIBLE** signs of improvement

5.3   We will mark work to:

- recognise, encourage and reward children's efforts, achievement and celebrate success.
- identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- provide a dialogue between teacher and child; and clear, appropriate feedback about strengths and areas for development in their work.
- indicate how a piece of work could be amended and improved.
- improve a child's confidence in reviewing their own work and setting future targets.
- provide evidence of assessments made and help moderate the interpretation of learning objectives and levels achieved.
- help pupils to develop an awareness of the standards they need to reach in order to achieve particular key elements of the N.C. (National Curriculum)
- assist in curriculum planning.

5.4   We will give Feedback to:

- show to our pupils that we are interested in their work and value the effort they have put into it.
- indicate appreciation of the work and have understood what they are trying to communicate.
- motivate pupils to encourage pupils to plan, monitor and evaluate their own learning.
- indicate what steps could be taken to improve and develop performance.
- refocus the pupil's actions to achieve a goal
- help pupils to develop an awareness of the standards they need to reach in order to achieve particular key elements of the NC.

6   Definitions

6.1   Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

6.2   Feedback is helpful information that is given to someone to indicate what can be done to improve a performance, product or piece of work.

6.3   Feedback should enable children to take responsibility for improving their own work.

6.4   Marking is the process of checking pupils' written work with marks, symbols or comments.

6.5   All assessment, marking and feedback should encourage children to consider the knowledge, skills and understanding that they are learning.

6.6   All assessment, marking and feedback should also give children an opportunity to consider whether they are developing (learning something new for the first time), consolidating (practising something they have learned), mastering (applying their learning to new situations and perfecting the learning) or have mastered their learning outcome each lesson.

7   Principles of Good Marking

7.1   The main purpose of good marking should be to further children's learning. It also enables teachers to gather information and insights that enables them to adjust their teaching.

7.2   If pupils are to develop as independent learners, with an awareness of their own strengths and targets for development, it is essential that they understand the learning objective(s), the relevant success criteria - so they are able to understand the marking response.

7.3   The learning needs of individual children should planned carefully so work is at the correct level and so can be marked appropriately and does not de-motivate any pupil.

7.4   Pupils' work is marked in such a way that achievement is acknowledged and teaching points are identified.

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7.5   Where appropriate, marking and feedback is linked directly to children's individual targets.

7.6   Wherever possible marking takes place with the children so they can learn from the process and make additional observations on their work.

7.7   Pupils should have opportunities for peer and self-assessment and be encouraged to identify the steps to improve.

7.8   Marking should have due regard for spelling, grammar and handwriting but the main purpose of marking is to assess the extent to which the pupil has achieved the learning objective(s) and understood/learned the facts, concepts, skills and competencies taught.

7.9   Marking should be:
   valid (using the shared criteria to mark specific things)
   transparent (pupils understand the Marking system)
   consistent (doesn't change radically between different teachers)
   fair (giving all pupils the chance to succeed regardless of need)
   formative (shows how to improve)
   motivating (it should not detract from the work or the effort)
   challenging (motivates to further improvement)
   timely (done while the work is still current)

8   Procedures

8.1   At St Andrews we will ensure that children know and understand that marking is just one tool we use to know where pupils are on the learning journey and how they can progress onto the next stage.

8.2   <u>Self-Assessment</u>

All pieces of work (written / drawn etc) will be self-assessed using the traffic light system.

8.3   <u>Mathematics</u>

Correct calculations will be ticked. Incorrect answers will be left unmarked. Comments will relate to method and strategy.

8.4   <u>Homework</u>

Marking and Feedback will be regularly made in homework books by staff provided the work is submitted by Wednesday of each week during School time.

8.5   Within each lesson **all staff** will:

- Give pupils time to review the Marking and make any amendments and/or answer any questions before beginning the next lesson.
- Mark work by focussing on the learning objective, using "two stars and a wish", highlighting the good; underlining anything which needs amending and making a comment about the next step.
- Encourage pupils to peer mark using "two stars and a wish" format.
- Encourage pupils who think they have finished to review and check their work before submitting it for Marking. Children will use success criteria to check all aspects have been included.
- Ensure that at end of individual or group activity section of the lesson, each child will self-assess using traffic lights.
- Take time to discuss how children know they have achieved related to the success criteria in the plenary section of lesson.
- Give Feedback to a child on work completed using a range of options: verbal feedback, written feedback (self, peer, shared, staff)
- Celebrate with the child the impact of changes made as a result of Marking

8.6   The **School Leadership** will:

Headteacher

- Ensure marking and feedback is fit for purpose and provides opportunities for pupils, staff, parents/carers and Governors to interact in a positive way with pupil's work and progress

- Ensure all marking and feedback is motivational

- Monitor with the SLT and subject leaders marking and feedback on a half-termly basis, giving graded, written feedback to individuals that reflects the good practice of the best Marking and Feedback

- Work with parents/carers to share the Marking and Feedback, especially at Parents' Evening and Open Days when parents/carers will view pupils' work

- Monitor and evaluate this Policy at regular intervals

Governance

- Whole Governing Body will receive reports on Marking and Feedback
- View Marking and Feedback during Governor Visit Day

APPENDIX 1 The following shorthand will be used (and on display in each classroom):

✅	good
1hp	house point awarded, congratulations
<mark>work</mark>	excellent (2 stars)
<u>work</u>	even better if … (1 wish)
?	please re-read this, does it make sense?
<u>wrod</u>	spelling – please check
VF	verbal feedback given
//	new paragraph
◯	punctuation missing

Self-assessment for every piece of work

Faces:	☹ (red)	I need more practice / I needed help
	😐 (orange)	Nearly there
	🙂 (green)	I did this well

Faces can be hand drawn (colour not necessary)

Children will write in **blue handwriting pen** or <u>pencil</u>.

Children will mark in <u>orange</u> pencil crayon/pen.

Class teacher to mark in **green pen**.

Anyone other than the class teacher (e.g. Headteacher, supply, TA) will mark work in **black pen**.

9 Sources of further information and support

Eliminating unnecessary workload around marking

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

Making Marking Matter – Gov.UK

https://www.gov.uk/government/publications/making-marking-matter

Initial Evaluation of the Impact of Big Writing - NFER

https://www.nfer.ac.uk/publications/OUPW01/OUPW01.pdf

How to improve marking in primary schools – Teach Primary

http://www.teachprimary.com/learning_resources/view/how-to-improve-marking-in-primary-schools

Assessment for learning: are you using it effectively in your classroom? – The Guardian

http://www.theguardian.com/teacher-network/teacher-blog/2013/aug/29/assessment-for-learing-effective-classroom

Marking Policies – The Key

https://schoolleaders.thekeysupport.com/policy-bank/teaching-learning/marking-policies-primary/