

**Marking and Feedback Policy**

Aims

* To ensure that marking is effective and manageable.
* To ensure that marking informs pupils of their next steps and demonstrates that we value their efforts.
* To provide opportunities for pupils to self-assess their own work and others against agreed criteria.

**Introduction**

Feedback/Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgement marking or in depth marking linked to the planned learning.

**Marking and feedback should:**

* If possible be immediate or as soon as possible
* Be manageable for all teaching staff
* Involve all adults in classroom
* Be positive, motivating and constructive for children
* Inform future planning/targets
* Be accessible and inclusive
* Relate to Learning Intentions and success criteria
* Be responded to by the pupils

**Learning Objectives/Intentions**

Effective learning takes place when the pupils understand what they are trying to achieve. Staff should always consider the context and share either the context or purpose with pupils where appropriate applying it to real life. It is important that pupils know the Learning Intention (WALT) to the lesson as this enables them to review their own progress and to see if they have achieved the objective. Teachers can choose to share the Learning Intentions (WALT) in different ways and it should focus upon the learning not activities e.g. helpful learning intention stems include ‘to know’ and ‘to be able to’.

**Success Criteria (SC)**

Developing a Success Criteria to achieve the Learning Intention will help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues. The majority of the time teachers will generate the SC. We recognise that when children are involved in generating the SC they have more ownership of it. Therefore, there will be times when children will be fully involved in generating the SC. Success Criteria’s will be shared with the children during the lesson or as part of their learning objective.

They will also be differentiated e.g.

WALT: To compare numbers using symbols <and>

Success Criteria (SC)

I can compare 3 digit numbers using the symbols <and>

I can even compare 4 digit numbers using the symbols <and>.

**Questioning**

We value the importance of questioning and it is important to develop learning and extend thinking. Key questions including prompting, promoting and probing are used. Think time is essential to give all children the opportunity to think and respond. Talk partners are used to help children discuss their ideas before feeding back to the class. Teachers’ use a variety of ways to involve children in the lesson and do not solely rely on hands up e.g. lollipop sticks for random selection.

**Feedback**

It is important to provide feedback in such a way that learning will improve as a result. Teaching Staff will need to identify next steps in learning as well as responding to mistakes. Feedback will always be constructive and sensitive. Feedback will comment on the work rather that the child.

The following are a number or ways feedback can be given:

**VERBAL**:

Most immediate and interactive form of feedback

Focus on being constructive and informative

Can be direct or indirect (targeted or not)

Whole class/group eg: when marking one piece of work or shared at the start of the lesson

**Self and peer Assessment**

We recognise the value of self and peer assessment. Teaching staff will employ their own strategies for self and peer assessment and staff use when appropriate.

**Marking**

Marking is only of value if comments are read and responded to. When work is distance marked (marked without pupils being present) teaching staff must allow time for pupils to read and respond to marking. We recognise that it is more difficult for those working at lower levels to read and respond.

**Books must be marked to the agreed standard by a Teacher, or Classroom Assistant (CA) on occasions (quantitative work), other methods can be used in between but all work should always be acknowledged in some form.**

**KS1**

Pupils will respond to marking as appropriate (DIRT TIME-Direct Improvement Response Time).

Teachers will use:

* Mark against the WALT:
* Achieved
* Needs further work
* Comments should model our handwriting policy.

**Marking Symbols KS2**

\*/☺ Good work

[ Please improve part of your work

* Teacher has seen the work/work is correct

S Adult assisted work

VF Verbal feedback

**Sp** spelling to be corrected

P Punctuation to be corrected

// New paragraph

^ Word missing

? Cannot understand

+1 Reward point

R Repetition

The symbols should be recorded in the margin to allow pupils to identify the error independently. Where this is not within the pupil’s capability the Key Stage 1 method can be used.

**Supply teachers: Will initial the marking in the books and follow the rest of the policy.**

**Levelling**

At least one piece of work (Literacy, Numeracy, ICT) will be levelled per half term in each year group in Key Stage 1 and 2. The work will be marked against the criterion scale to monitor progression.

**Rewards**

Rewards can include points for class reward system, displaying work on ‘Achievement Board’ and stickers.

**Presentation**

All written work must be presented well and handwriting will follow the school scheme. Date, Title (where relevant) and WALT should be recorded at the top of each piece of work in P4-P7 classes.

**Homework**

Homework should link with classwork and reinforce what the children have been learning in school. It must be marked, but comments do not have to follow the bullet points set out in 7.

**KS2**

All pupils will respond to marking. Teachers should ensure that time is given each day for this (DIRT-TIME-Direct Improvement Response Time).

Teachers will:

* Mark against the WALT:
* Achieved
* Needs further work
* Comments should model our handwriting policy.
* When marking pupils’ writing (different genre) the success criteria should be recorded and used for assessment, both self, peer and teacher assessment. The code above should be used along with teacher comments.

These bullet points must be carried out in marking the following subjects

* Literacy
* WAU

**Using Mathematics**

When marking pupils’ written work in this area the following code should be used:

* Work is correct
* Correction

Working examples should be given, as necessary, to help pupils to correct their errors.

**Agreed symbols will be used for the marking of work**.

Marking Symbols KS1

\*/☺ Good work

[ Please improve part of your work

* Teacher has seen the work/work is correct

S Adult assisted work

VF Verbal feedback

**-** Capital letter

**\_** Full Stop

^ Word missing

? Cannot understand

+1 Reward point

Spelling Errors – the correct spelling will be written above the word and recorded at the bottom of the work for the pupil to revise the correct spelling of the word.

**Spellings**

**Teachers need to:**

* Identify up to 5 spellings that are wrong (when applicable)
* KS1 write the spellings out underneath work for children to practice
* KS2 either write the spellings out underneath work for children to practice or get children to go back and correct their spellings
* Make sure children have resources/word mats/key vocabulary on the IWB that link to the lesson so they can spell words correctly.

**Evaluation of Learning**

Evaluations of pupil learning should be completed at the end of each day/lesson based on the outcome of marking and observations. This should be used to inform future teaching and learning.

This policy has been agreed in September 2022.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chairperson of the Board of Governors

Dated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_