



ST LEONARD'S CHURCH OF ENGLAND PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY - September 2016

Christian Values

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian ethos and core values of Love, Respect, and Responsibility.

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at St Leonard's Primary School.

Rationale

St Leonard's Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood.

Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for St Leonard's Primary School. The 'Effective Marking' model, which we subscribe to states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

At St Leonard's Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;

- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
 - Be frequent and regular, all books to be marked regularly, with English and Maths books being marked daily.
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement through the use of next steps
- Involve children in the same process (whether oral or written), through peer and self assessment
 - Provide information for the teacher on the success of the learning during a session
 - Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures

- All marking to be completed in green pen
- All marking to use two ticks if a child has fully achieved the learning objective; one tick if a child has partially achieved the learning objective - but may need some consolidation and a dot if a child has not achieved the learning objective. This should be made clear next to the learning objective.
- If possible, and whenever time allows, work should be marked alongside the child giving immediate feedback and next steps
- Allow children opportunities to peer and self-mark using a set success criteria
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities - (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal feedback and praise with the symbol - VF
- Acknowledge guided group feedback and praise with the symbol - GF
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Children will respond to marking using a "purple polishing pen"

English Marking

In English, independent extended writing should take place at least six times a term. Children will be taught to proof read and edit work, particularly in regard to mis-spelt words. Children will have access to dictionaries, word banks and thesauruses in all writing sessions. These pieces of writing should be focussed marked with a clear next step. Time should be given for children to respond to the marking and an activity to support or extend learning, so that they are able to work towards achieving their next step. **Children should do all editing using the purple polishing pen.** In Key Stage 2 children should initial underneath the feedback given and write their own next step in the back of their books, so that they are taking responsibility for their learning. All English marking will use symbols in Appendix 1, these symbols will be displayed in the

classroom - usually on the English working wall. Assessments will take place six times a year, against National Curriculum objectives and teachers will use a range of work from the term to form a judgement of the achievement of the child.

Maths Marking

In Maths children's work should be marked daily and time given at the beginning of the lesson for children to complete corrections, this may be done independently or in a group with teacher or teaching assistant support. Teachers will use the code © to show the children where they should write their correction. All corrections will be written in pencil. Focussed marking will occur regularly and a next step may be given if appropriate - for example if the concept taught is being extended the following day.

Foundation Subjects Marking

All marking will be completed weekly using the procedure, as stated above. Books will be focussed marked at least six times yearly, preferably half way through a unit and relevant next steps will be given. Children will be given opportunities to respond to marking and complete activity to achieve next step.

Monitoring

Marking and Feedback will be monitored at least six times a year by the Senior Leadership Team or subject leaders.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Shared with staff on2nd September 2016

Ratified by Governors on

Signed: Chair of Governors