Marking and Feedback Policy

Introduction
Marking and pupil feedback is an integral part of teaching and learning. Effective and ongoing teacher assessment is the cornerstone of an effective curriculum and should be used for future planning. Marking and providing pupils with feedback is an essential form of communication, which is vital if both teacher and pupil are to celebrate achievement and address misconceptions as they arise.

A range of assessment strategies should be used when assessing children’s work. Marking is one such strategy but we recognise that pupil feedback should be based on a range of information. Consistency between classes and year groups throughout the school is essential for children to have a clear understanding of their progress and any action that needs to be taken for learning to be effective.

Aims
Effective marking and feedback should:
• Provide evidence of attainment and achievement.
• Be meaningful, it should wherever possible, lead to pupils feeling a sense of achievement and satisfaction.
• Direct the student both verbally and in written form, by identifying both areas of strength and areas for development and help them to negotiate further short term achievable learning targets.
• Take into consideration the pupil’s potential and ability.
• Be worth the time and effort expended on it.
• Motivate the learner.
• Be consistent in practice throughout the school.
• Provide pupils with a clear understanding of high expectations.
• Provide teachers with information about the effectiveness of their teaching and learning methods.
• Provide parents with access to information about their child’s progress.

Learning Objectives and Success Criteria
The learning objective and success criteria should be shared with the children at the beginning of, and referred to throughout, each session. Teachers should ensure that the success criteria is clear to the children and that this agreed criteria is used when marking.

The success criteria should be realistic and achievable by every pupil. Success criteria could be differentiated to meet the needs of all pupils. Spelling and handwriting may be ongoing criteria.

Any feedback made should be constructive and refer to the given learning objective. Criteria that are not reached should be future targets to be met.

Marking/Feedback - Pupils
The pupils need to:
• Be aware that learning is a gradual process
• Understand that marking is a positive contribution to learning
• Realise the importance of individual achievement and that verbal and written comments are particular to them rather than put them on a scale of comparison to others
• Be given time to absorb and respond to verbal and written comments made. This should be at the beginning of every session or directly following feedback and be completed in black response pens
• Know that they can refer to the teacher for clarification if necessary.

Marking/Feedback - Parents
Parents should be made aware of ways in which the school’s marking practice affects their child. Each piece of work being marked against agreed criteria and that these will be understood before work starts.

The purpose of marking is to facilitate pupils learning by highlighting what they know and can do, and setting targets to develop. Parents can play an active role in helping their child achieve these targets.

This information will be disseminated to parents at Open Evenings, meetings and home/school books.

Marking/Feedback – Teachers
Teachers should mark in green ink.
Written comments should reflect the teacher’s expectations for presentation, written in standard English and with legible handwriting.
Comments should be positive, constructive and descriptive.
Next step targets to develop learning should be included.
Stickers should be used to highlight to the children where positive comments, next steps and challenges have been set.
Teachers should use live marking as much as possible in order to make feedback relevant and in the moment as well as to support a reduction in workload.

Marking/Feedback – Supply Teachers
Supply teachers should be provided with clear guidance on how marking should be completed and follow the example set by the class teacher in previous work.
Marking should be informative for the class teacher as well as the child. There is an expectation that all work should be marked.

Presentation of Work
• The children’s presentation of their work is a reflection of the teacher’s expectations. Teachers should ensure their expectations are high and will not accept work that does not meet the expected standard.
• Work should be written using a sharpened pencil, handwriting pens (blue ink) can be introduced when it is felt appropriate, however the aim is that by the end of Year 4 all children should be using a pen.
• Date to be written in the top left hand corner and underlined. In KS1 the full date should be written in Literacy (Monday 1st September), numeric date in other subjects (1.09.20). In KS2 the numeric date should be written in Numeracy (1.09.20) and the full date in other subjects (Monday 1st September). The date can be displayed on a sticker where appropriate.
• A short title should be written at the top of the page, under the date. This should be underlined.
• Diagrams and tables to be drawn in pencil.
• Mistakes in pencil or pen should have a neat line drawn through it showing the edits that have been made.
• Work completed on paper should be trimmed evenly and stuck neatly into the appropriate book. This should be kept to an absolute minimum with work being recorded directly in the book whenever possible.