

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.  
**Ecclesiastes 4:9**

## **Feedback and Marking Policy 2018**



# Great Chesterford C. of E. Primary Academy

## Feedback and Marking Policy

### Introduction

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork.

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Marking is a part of a broader policy of assessment, recording and reporting.

### Aims and Principles

Marking complements and assists teaching and learning. It shows the children that their work has been valued and is for a purpose. It serves as a tool for assessing individual and school performance. Marking should be constructive and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/success criteria for that lesson. Quality assessment of work enables teachers to plan effectively future lessons and identify pupils who should be targeted for additional support or those who require extension activities. Assessment, including marking can greatly benefit motivation, confidence and self-esteem and in turn should help them to become self-critical.

The learning objectives and, where applicable, success criteria will be shared with the pupils for each lesson, so that they understand what is expected of them. Marking should be carried out alongside the child whenever possible. Pupils will also be involved in self-assessment. Constructive feedback will be given so that children recognise the next steps needed and how to make them. All staff believe that every child can improve. Marking and feedback should be given promptly after completion of the work, including homework, so that the children are rewarded, see relevance to their learning and know what their next steps might be. Every piece of work should be recognised and marked; some pieces will require only verbal feedback where as others need written comments which can be used for reflective purposes by both the child and the school.

### Marking done by the teacher

Verbal

Certain activities require verbal feedback. With all children, verbal feedback is more effective than written feedback. Verbal comments will usually start with positive points and should also include one area of correction or improvement. A symbol or key word may be recorded on the work as a prompt for the child.

### Written

Written marking needs to be clear, neat and follow the school's handwriting policy. Teacher's marking should be completed in black pen (or blue in KS1) to ensure it stands out. Pupils may use a green improving pen/pencil to re-edit drafts and complete peer and self-assessments.

A common set of symbols will be used throughout the school, to indicate how children can improve their work. The symbols will be introduced progressively, appropriate to the age and understanding of the children and will be displayed in the classroom. Spelling and presentation will be marked according to the focus of the piece of work and the teachers' expectation of each individual child. Children in Key Stage 2 should start all pieces of work with the date and learning objective, both of which are underlined with a ruler (DUMTUMS). In Key Stage 1, the date and learning objective will be either provided by the teacher or written by the child.

### Marking Maths Work

In addition to the questions being marked, there should be evidence of the next steps needed to be taken by the child. A targeted question may be written in a thought bubble with room for the child to respond. Children will be given time to attempt these questions which the teacher will in turn respond to. In each child's maths book, there will be a differentiated ladder with targets for the children. This will be updated regularly so they know what to work on.

### Marking Written Work

Written work will be marked against the focus for the task/lesson and may refer to the Writing Checklist. Some misspellings (key words or sight words) will be identified and the child expected to correct them. In the back of each child's English book, a differentiated ladder will be placed and updated regularly so the child and teacher can easily identify the next steps needed. The learning objective, attainment and age of the child will be taken into account when marking spelling, punctuation and grammar. Not all errors are corrected in every piece of writing but may be noted as a future teaching point.

### Marking in Other Subjects

Marking should always relate specifically to the Learning Objective, including the use of questions to enable pupils to develop their thinking/skills. Children will need to be given time to respond to such questions. Key spellings and sight words in all subjects will be expected to be correct and indicated if wrong. The age and attainment of each child will be considered when marking the use of English or Maths skills in cross-curricular pieces.

### Use of support staff

There will be times when it is appropriate for the teaching assistant to mark the children's work, especially if they have been working with the child or group of children. They will follow this policy and provide feedback to the class teacher to enable them to complete future plans.

### Marking done by the pupils

Children will be encouraged to mark their own work and assess themselves, against criteria or with prompts available to them such as marking ladders. They will need to be

taught to do this. We want them to develop their self-evaluative skills. They should be encouraged to identify successes and improvement points (e.g. 2 stars and a wish) in the work.

The children will also use peer marking strategies to help to develop their understanding and skills of assessment, however children need to be taught to do this. Dialogue between the pupils should be encouraged. The children should follow the same procedures when marking another child's work as they do when marking their own.

### EYFS marking and feedback

In the reception class, the teachers focus on giving oral feedback to the children but may write a comment *with* the child or use symbols as an easy to understand visual assessment of the work. Staff may also write additional comments, as part of the process of gathering information for the EYFSP.

### Corrections

Marking is only productive when children are given time to respond to the teacher's comments and make corrections or further necessary improvements to their work. Time is given in lessons for children to review their work in light of the comments made, either with the teacher, a partner or individually. Younger children will need more adult support to improve their work.

### Recognition of Achievement

Children are encouraged to celebrate one another's effort within class groups. Children may receive praise in the following ways: verbal praise, opportunity to share successes with another teacher/class, use of a praise pad sent home, value points or headteacher stickers.

### Monitoring

The implementation of this policy will be monitored by the headteacher, senior management team, subject co-ordinators and governing body.

### Evaluation and Review

The marking and feedback policy of the school is regularly evaluated and updated in line with the Curriculum Policy and the School Development Plan.

Adopted by staff \_\_\_\_\_ (signed) \_\_\_\_\_ (date)

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Reviewed with staff – November 2018