

St. John the Baptist C.E.(Aided) Primary School - Feedback and Marking Policy

1. Introduction

- 1.1 The aim of this policy is to support a consistent approach to the use of feedback and marking across the school. The school's practice recognises the important role that feedback and marking can play in helping to deliver the best outcomes for youngsters. It also recognises that there are a number of ways in which successful feedback and marking can be undertaken, dependent on individual teacher preferences and also the age and ability of the children.

2. Aims

- 2.1 Feedback and marking will support three main purposes;

It will motivate children by;

- showing that we value children's work, and encourage them to do the same
- boosting children's self-esteem and aspirations, through use of praise and encouragement

It will support children's learning by;

- helping children to understand their progress towards meeting the lesson objective and success criteria and/or the individual targets set for them
- identifying misconceptions and giving children the opportunity to correct these
- promoting self-assessment, whereby children recognise the difficulties they experience and are encouraged to accept guidance from others;
- setting future expectations;

It will support the assessment process by;

- providing information that will be used for summative assessment
- providing formative assessment information that will inform future lesson-planning.

3. Principles of marking and feedback

- Feedback and marking should be constructive and informative.
- The process of giving feedback and marking work should wherever possible be a positive one, with pride of place given to recognition of the efforts made by the child. However, it is recognised that it is important to offer an honest opinion especially if a child has not tried their best.
- Feedback and marking should in the main relate to the following;
 - lesson objective and/or to the success criteria (e.g. features needed in that work and/or individual steps required to be successful).
 - general expectations for that year group and the ability of the individual child
 - a comment relating to particularly good or particularly poor effort

- Children should be given time to respond to feedback and marking – otherwise there is little point in giving it.
- Comments, verbal and written, should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Feedback and marking should be undertaken as soon as possible following the completion of work.
- The number of improvement comments should be limited to a manageable number dependent on the age, ability and amount of effort the child has made.
- Teachers may promote children’s self-assessment by linking feedback and marking to tasks such as peer marking and children assessing their own work against given criteria.
- Feedback / marking may also be given by a teaching assistant, additional adult or through peer review depending on the appropriateness of the task.
- Blue should where possible be used by an adult to mark. Red should be used for child (self) or peer marking and green should be used for child improvements to work.
- Codes for marking and codes for the level of support a child has received should be used where relevant. These can be found in Appendix 1.

4. Response to recent DfE reviews of marking and comments from Ofsted

The school welcomes the recent DfE report following the work on teacher workload – “Eliminating unnecessary workload around marking”. We also welcome recent comments from Ofsted around there being no preferred method that schools must adopt regarding the use of feedback and marking.

During 2016 / 2017 we are keen for teachers to explore the best ways of supporting children’s learning through feedback and marking and moving away from practice that may have been more focussed on providing evidence for leadership monitoring and external inspection. To this end our review of marking forms part of the 2016 / 2017 School Improvement Plan.

During this time teachers will trial new ways of providing feedback and of marking work including a reduction in written comments in preference to verbal feedback collated onto a class feedback sheet.

By trialling various new approaches we will formulate best practice for this school and arrive at a new policy which will be introduced in September 2017.

5. Monitoring and review

The monitoring of this policy will be carried out by the School Leadership Team and Subject leaders through lesson observation and work scrutiny. The policy will be reviewed in July 2017.

6. Policy History

This policy replaces the September 2014 policy to take account of DfE clarification of marking practice and the school's 2016 / 2017 development focus.

It was agreed by the Governing Body on the 9th January 2017

Appendix 1

Common Marking Symbols

The following signs and symbols will be used by teachers and pupils when marking as appropriate to the age / ability of the child and these will be displayed in classes;



A wavy line will be used by the teacher to indicate a spelling error. Children may also use a wavy line to indicate that they are unsure of a spelling and are leaving some spaces where they cannot be sure of parts of the word.

e.g. th...gh for though



To indicate a missing word.



Next to a comment so that children can tick that they have read the comment.



Ticks will indicate the part of a piece of work that meets the success criteria particularly well

e.g.  Although it was only 4p.m., the bad weather made it more like night.

Where the success criteria was the use of interesting connectives.



A new paragraph should have been started.



Indicates a grammatical error

GW

Guided work.

VF

Verbal Feedback given to the child – generally a personal comment re: effort.

Codes to indicate level of support

- Independent** No code is written when children have worked on their own following a whole class teach or shared group work.
- Supported (S)** E.g. – Key words or with an adult supporting who will write their initials.*Also see more detailed codes below – to be used by TAs / Teachers where appropriate.
- APP or Assmt** A piece of work that has not followed a whole class teaching session. No adult help or scaffolds given to the child.

Codes to be used to give more detailed information regarding the level of support given

