St Augustine's Catholic Primary School

September 2016

MARKING AND FEEDBACK POLICY

RATIONALE
Marking or written developmental feedback is an important tool and part of planning, assessment, teaching and learning.
The most effective way of giving feedback for all pupils is through effective dialogue between teacher/teaching assistant and learners.

Aims
- Encourage, motivate, support and promote positive attitudes to learning;
- Recognise achievement, presentation and effort;
- Let children know what they need to do to move their learning on;
- Show pupils that their work is valued;
- Promote high expectations;
- Provide information for assessment;
- Inform planning.

Objectives
- Consistent practice throughout the school;
- Focuses on improvement that clearly identifies next steps for learning;
- Relates to targets which are clear to the children;
- Relates to the learning objective and success criteria;
- Provide children with opportunities to assess their own work and that of others;
- Is related to age, needs, attainment and ability;
- Ensures pupil motivation and involvement in progress;
- Encourages dialogue between children, children and teachers/teaching assistants;
- Corrects errors and clears up misunderstandings;
- Provides opportunity for parents and carers to have an indication of the progress of their child.

Expectations for Marking and Feedback
- Give feedback that reflects high expectations of work appropriate to age and ability;
- Give written feedback as well as verbal that tells children how to improve;
- Give feedback sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task;
- Use the School Policy;
- Build time into sessions to address misconceptions, mistakes and corrections from previous learning;
- Explain to the pupils how they will evaluate their learning within the lesson and make sure they do it;
- Give pupils opportunities and strategies to measure their own achievements against what was expected;
- Give pupils opportunities and strategies to check for corrections and possible changes in their work against what was expected;
- Check pupils' understanding and give feedback while a task is being carried out through discussion between child and teacher;

- Use short individual, group or whole class mini-plenaries to check what the children are learning, correct misconceptions and extend pupils learning;
- Identify pupils' common misconceptions and act to ensure they are corrected either in the lesson or soon after;
- Use marking to inform the next lesson and future planning;
- Praise balanced by advice for further improvement;
- Celebrate hard work, resilience and effort as well as high quality work;
- Marking and feedback will be based on the core learning and curriculum targets;
- All written work across the curriculum must be checked and marked using the agreed codes and colours but not all work will be given detailed feedback. Verbal feedback can be given by the teacher and teaching assistant in groups or individuals. A code and date will be added and if marked by the TA this must be initialled.
- All Maths work must be marked before the following lesson but not all work will be given detailed written feedback. The teacher/teaching assistant working with groups or individuals in the classroom may mark within the lesson but should code as appropriate. If marked by the TA this must be initialled;
- Teachers/Teaching Assistants should use the school's handwriting style when writing in children's books.

Personal Marking and Response Partners

Children must be their own first markers and aim to edit, correct and improve their work before giving to the teacher for commenting and marking.

Children are encouraged to evaluate their own and others' achievements against the learning objective, in verbal or written form. Peer marking must be initialled and the appropriate code used SM (self marked by child) or PM (peer marked). Peer marking must be initialled by the child.

Systems for Rewards

Teachers will establish their own reward systems appropriate to the age and needs of the children in their classes. These rewards may be in the form of praise, stamps, stickers, certificates, reward points and selecting children to be publicly rewarded in class or assembly.

How Many Corrections?

Feedback which gives corrections supports learning but too many corrections can overwhelm and demoralise the child. Teachers should use their professional judgment; the ability of the individual child, the effort the child has put into a piece of work, the curriculum targets and the learning objective when deciding how many verbal or written corrections to give.

How and When do Children Respond to Marking and Feedback?

Teaching sessions will have time for the children to reflect on and respond to feedback as well as opportunities to discuss their work with the teacher, teaching assistant and peers. Responding to feedback can happen during the lesson, as well as in the next session. Pupils will respond in an age and subject appropriate pen/pencil.

Pen Colours for Written Feedback

Green pen (green for good) will be used to indicate where a pupil has achieved the learning objective and aspects in their work that is good.

Pink pen (to make you think) are for aspects in the pupil's learning that needs to be develop.

Purple pen to be used by children when responding to feedback.

Marking CODE

The following agreed code will be shared with every KS1 and KS2 child. These symbols will be fixed into children's books and will be displayed in classrooms.

P (Paired work)
I (Independent work by child)

G (Group work)
S (Teacher or TA supported work)

VF (Verbal feedback)

PT (Precision teaching, by an adult, to address a misconception)

SP (Spelling error)

SM (Self marked by child)

PM (Peer marked)

TA (Teaching Assistant)

Each Phase will agree on an appropriate age related code for specific corrections (see appendix).

The Role of the Teaching Assistant
- Follow the policy in order to ensure consistency in marking and feedback across the school;
- Annotate and mark work under the direction of the teacher;
- Mark assessments only when there is a mark scheme to follow;
- If unsure, to ask for guidance from the Inclusion Manager on expectations of the policy;
- Mark within contractual hours.

The Role of the Senior Leadership Team
- To review and monitor the policy annually, consulting with the necessary parties if alterations are required;
- To monitor marking and feedback in books.