



ALL SAINTS BENHILTON C of E PRIMARY SCHOOL

MARKING & FEEDBACK POLICY

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.

Rationale:

We are committed to providing relevant and timely feedback to pupils, both **verbally** 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 aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. We believe all marking should be meaningful, manageable and motivating.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation whose research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell the pupils when they are wrong

Principles:

- the focus of feedback and marking should be to further children's learning;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback is delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments at a later date;
- feedback is provided both to teachers and to pupils as part of the assessment process in the classroom, and takes many forms other than written comments
- feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress
- all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Our aims:

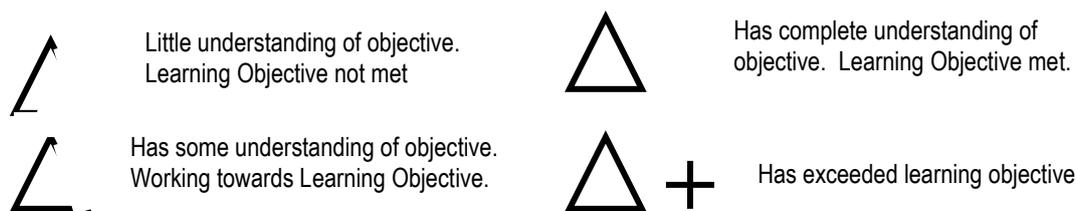
- to recognise pupil's effort and to encourage individual's self-esteem.
- to enable staff to evaluate children's progress and to identify strategies and targets for children's development and to inform teachers' future planning.
- to focus children's attention on specific learning objectives, and / or on the next steps they need to take to further their learning.
- to encourage and develop children's involvement in evaluating their work.
- to ensure continuity and consistency throughout the school.

Marking & Feedback procedure:

- All marking should state whether work has been completed independently or with the aid of an adult.
- Staff will ensure that all formally recorded work is acknowledged and dated.
- Some mistakes will not be formally identified if to do so would undermine a child who has put considerable effort into the work.
- The form of marking will depend on the nature of the task and the anticipated outcome.
- Whilst marking will be related to the Learning Objective, it will also address individual targets. In order to show whether the LO has been achieved, the triangle system will be used at the end of the piece of work, or against the learning objective at the beginning of the work.
- A balance of hard and soft marking must be maintained. Extended writing must be *either* diagnostically marked or 1:1 feedback given - with a response task.
- At least one piece of maths work and science work will be diagnostically marked or feedback given
- Diagnostic marking will be completed in green and pink– either in a green pen or by using a green post it note that the children can detach and take to the next piece of work to ensure they address the next steps identified.
- A green highlighter pen is used to identify and evidence examples of where a child has achieved within their work against the LO or related to the previous marking. (*green for great*)
- A pink highlighter is used to identify errors that a child needs to work on (*pink for think*).
- A purple pen is used when the pupil responds to marking (*purple for progress*)
- Time for children to read comments, reply to them (either verbally or in written form) and complete response tasks must be timetabled.

Assessment of the LO is carried out in the following way-

A Triangle system is used in **KS 2**:



KS 1 highlight the LO in **full** or **in part** to assess the child's understanding (*green for great*)

It should be noted that pink highlighting cannot be used if work is going to be used for assessment evidence.

Marking Strategies to be used as appropriate to age/ ability/subject.

Note: If marking is for the purpose of teacher assessment, this will not always be fully recorded on the child's work.

Hard marking

- Verbal feedback given and recorded (VF)
- Diagnostic marking will be completed in a contrasting colour (green)
- Work may be annotated to help the reader understand the writer's meaning
- Written feedback will include some of the following – level of attainment, next steps, points for improvement.

Soft marking

- Celebration of work through  , stickers, stamps etc
- Marking will be done in a contrasting colour
- Use ● to indicate an incorrect answer
- **Sp** in margin to indicate a spelling error in that line – this includes subject specific vocabulary e.g. in science, geography etc.
- **P** in margin indicates punctuation missing or inaccurate (this may or may not be indicated in line).
- New paragraph indicated by //

This policy should be read in conjunction with Assessment Policy and Teaching and Learning Policy.

Staff/SLT Review September 2017

Next review September 2019