



# Calow Church of England (V.C.) Primary School

## Marking and Feedback Policy

### Rationale

Calow Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking is of value only if comments are read and regarded and the learner is actively involved in the process. 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. It can also be used to assess learning and teach / reinforce specific points. Marking should be a process of creating and developing dialogue resulting in pupil progress; a pupil writes, the writing is marked and in his/her subsequent writing, the pupil incorporates suggested improvements or, better still, goes beyond them.

### Aims

We mark children's work and offer feedback in order to:

- show that we value their work and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning and where the way ahead lies;
- offer them specific information on the extent to which they have met the learning intentions and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning;
- provide consistency and continuity in marking through the school so that children have a clear understanding of teacher expectations;
- improve standards by encouraging children to give of their best and improve on their last piece of work;
- create a dialogue that will aid progression.

### For whom and by whom

Marking is for individual children but also provides useful information for parents/guardians, teachers and non-teaching staff and outside agencies such as educational psychologists and moderators. Marking is carried out by teaching and support staff, children and parents/guardians where appropriate.

### Purpose

Marking should be developmental and help pupils to assess what they have achieved and what should be done next to improve. It should be appropriate to an individual's needs and the stage of learning that he/she is at.

The skills identified by the marker for development should be differentiated in accordance with policies relating to gifted and talented pupils or those requiring other forms of special educational need.

### Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular
- Allow specific time for the children to read, reflect and respond to marking
- Give children opportunities to become aware of and reflect on their learning
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Relate to the Key Performance Indicator, learning intention, success criteria or personal target
- Be consistently followed by teachers and teaching assistants across the school
- Use the agreed Marking Code
- Positively affect the child's progress

### How and when

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

The marking should always be in accordance with the lesson intention or success criteria and where appropriate the child's own personal learning targets.

The child must be able to read and respond to the comments made and be given time to do so. Where the child is not able to read and respond in the usual way. Other arrangements for communication must be made.

Comments should be appropriate to the age and ability of the child and may vary across year groups and key stages.

Comments will usually focus on only one or two key areas for improvement at any one time. An exception to this might be children's writing.

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intentions and the success criteria for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback is provided through plenaries too and in group sessions.

Feedback can identify a child's key learning difficulties.

Qualitative comments both oral and written are best when they are regular and consistent throughout School. Such comments should be positive, constructive and helpful. When marking, feedback should follow the 'bubble and block' method whereby:

- a positive comment is written in a 'bubble'. The comment needs to be constructive and should relate to the work the child has done.
- an action (A), a question (Q) or a challenge (C) is set for the child in a 'block'. This should then be responded to by the child in green pen.

Marking is to be completed in black ink and where possible the child's name should be used in the marking response.

Quantitative ticking and marking codes are best when clearly explained and consistent. A stamp may be used to indicate whether the work has been completed independently or with support and whether verbal feedback has been given.

Only a limited number of correcting marks should be made. While correcting has its place in marking, it should only be done if it contributes to the improvement of a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work; which errors and how many will depend on several factors. Accepted abbreviations to highlight errors include: sp – spelling; p – punctuation; and gr - grammar. Teachers also used agreed symbols, especially with the younger children.

Highlighting of spelling and punctuation errors will be done in green and mathematical corrections (including in other subject areas such as Science) will be done in pink. Pupils will then correct these aspects close to where it has been indicated or, in the case of spelling, in the margin.

Pupils should be given time to reply to responses as part of the marking and feedback process. Replies demonstrate that the pupil has read comments made and is willing to actively participate in their own learning. This will be done in green pen.

### Monitoring

Members of staff are responsible for ensuring that marking and feedback in their class is in accordance with Policy – consistency is essential. Subject Leaders will monitor marking and feedback in the respective curriculum areas in order to secure a process that promotes the aims of this policy in improving standards throughout the curriculum.

Periodic work sampling will also be used to confirm compliance with the policy, as well as ensuring that there is high quality marking and feedback for all pupils.

The Marking and Feedback Policy will be reviewed on an annual basis.

July 2015

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