

## **Marking and Feedback Policy**

### **1 Introduction**

- 1.1 At St Anne's Catholic Primary School we will take a professional approach to the tasks of marking work and giving feedback as marking is central to the teaching and learning process. Marking is a fundamental part of our recording, reporting and assessment policy.

**'Marking is written or verbal communication giving realistic and constructive feedback on any aspect of a child's development'**

There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and the age of the children is taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers mark work and give feedback as an essential part of the assessment process.

### **2 Aims**

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

- ensure that children understand what is expected of them
- to contribute to the assessment and planning processes
- to ensure consistency within class and whole school
- show that work is valued, encouraging the child to do the same
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer specific information on the extent to which lesson objectives have been met, and/or the individual targets set;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment;
- provide the ongoing assessment that informs our future lesson-planning.

### **3 Principles of marking and feedback**

- 3.1 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.
- 3.2 The marking should always be in accordance with the lesson objective and, increasingly, the child's own personal learning targets.

- 3.3 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.
- 3.4 Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- 3.5 Comments should focus on only one or two key areas for improvement at any one time.
- 3.6 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 objectives and the key expectations for the task right from the outset.
- 3.7 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.
- 3.8 The marking system should be constructive and formative e.g. praise and advice on improvement,
- 3.9 For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.10 Feedback may be given by a teaching assistant, or through peer review.
- 3.11 Feedback is provided through the plenary or group sessions.
- 3.12 Feedback can identify a child's key learning difficulties.
- 3.13 Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- 3.14 to provide evidence of progress in relation to previous achievements
- 3.15 to check the task is complete
- 3.16 to encourage neatness, presentation, accuracy and basic skills

#### **4 Guidelines**

- 4.1 The main objective of marking and feedback is not to find fault, but to help children learn.
- 4.2 A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

- 4.3** Professional knowledge of the child will determine the teacher's expectations and responses to the work
- 4.4** Responses may be verbal or written and whenever possible will be immediate and with the child concerned
- 4.5** The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- 4.6** In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- 4.7** The marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- 4.8** Ticks are normal where work is correct, and crosses or a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example an S through a spelling mistake.
- 4.9** Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. Other members of staff should also be used to praise and encourage the children's efforts. Quality work can be kept in the child's ROA or shared at achievement assembly.
- 4.10** When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- 4.11** Children are often encouraged to assess their work ahead of final marking, using prompt cards. These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.12** In addition, the children could indicate where they think a particular target has been achieved.
- 4.13** Teachers will comment on spelling and grammar in the following cases:
- if spellings and grammar were part of the lesson focus;
  - if it is a spelling that all pupils should know;
  - if it is something related to the child's target.

## **5 Monitoring and review**

- 5.1** We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

**Signed:**

**Agreed by Governors:**

**Date:**

**Review date:**