

St Catherine's C of E School

Marking and Feedback Policy



Rationale

Marking and feedback to pupils are an essential part of planning, teaching and learning. Responding to pupils work through constructive comments both verbally and in written form acknowledges achievement, concisely and accurately pinpoints ways for the pupils' learning to progress, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to pupils' learning outcomes in order to give clear messages to pupils, parents and other teachers about individual progress.

We use our judgement as professionals in a constructive way when working with children to take them forward.

Aims

- To promote rapid progress and raise standards
- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To clear up misunderstandings
- To recognise achievement and progress towards the learning objective
- To provide constructive feedback
- To show pupils that we value work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher
- To provide pupils with opportunities to assess their own work and that of others
- To encourage a dialogue between teacher and child

Teachers' contribution to the marking and feedback process:

Teachers may provide feedback to pupils verbally or in written form. The most effective feedback is given in a 'just in time/just for me' form. This involves verbal feedback given specifically against the success criteria of the activity, given during or immediately after the completion of the activity. Teachers will mark a VF next to the success criteria element commented on. The pupils are expected to respond to this through either the following lesson or through a 'response-to-feedback' task. Verbal feedback should specifically enable the pupil to progress forward in their learning.

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Written Feedback and Marking is done in-

- Pink (positive responses) and
- Green (for all corrections and targets/next steps)

Next steps will be provided to extend the pupil's understanding within a lesson. This should always link to the learning objective and success criteria.

Time must be given for pupils to respond to their next steps

Praise

Constructive feedback and praise should be given separately to be most effective. A general positive comment or word is used, for example, 'excellent', 'super' relating to the learning behaviours displayed by the pupil or elements of the success criteria achieved. Feedback should comment on the progress towards the learning objective.

Written Feedback and Marking Guidance

The learning objective is addressed with a comment if it has been achieved (written in pink).

- A question mark symbol (?) is used to indicate an error or a correction that needs addressing
- An S is used to indicate support given, I for independent and G indicates guided group work.
- A minimum of one piece of English and Maths at the end of a unit of work will be expected to show formative marking relating to National Curriculum objectives.
- Marking should not be excessive and should not be a written re-count of what the child did.
- The comments should not be negative or relate to generic expectations for example 'missing pages'. This should be dealt with directly with the child
- The learner should be able to read the comment independently or have the comment read to them, know if they achieved the learning objective and know what they need to do to improve their learning (next step written in green)
- House points/Bursting-to-tell stickers/Diamond Behaviour awards can be used at the teacher's discretion and can be used in conjunction with the class' own reward system.

Pupils' contribution to the marking and feedback process:

- Pupils have opportunities to review their progress and receive improvement time to show the impact of feedback and marking upon learning.
- Self-assess own learning using success criteria
- Peer assessment* through the using of marking partners
- Respond to next step questions within the lesson to extend their learning

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- Where relevant (age related) pupils use pink highlighter to find evidence of the success criteria for the lesson
- Pupils to put a pink dot next to the objective if they feel they have met it and blue dot next to the objective if they think they have not met it

Peer assessment

Regular use of peer marking is encouraged if appropriate to the learning objective. The pink and green colour scheme can be used within peer marking. One to one peer marking should take place after pupils have been taught assessment skills.

Success criteria/learning objectives are essential for effective feedback.

Spelling and Grammar:

Pupils will be encouraged to use correct spelling rules and grammar. Spelling errors will be identified with a wiggly line under the word and the wiggly line will then be repeated in the margin and the children are expected to find the correct spelling from learning walls and dictionaries. Only spellings which have recently been taught or are relevant to the lesson will be corrected. Teachers will make professional judgments on using a wiggly line based on ability. Pupils who are in the early stages of learning to spell and are making phonetically plausible attempts at spelling words should not receive the 'wiggly' line.

Grammar mistakes will also be identified by being underlined in green and will be based on the pupil's writing targets and current expectation.

Homework: All homework will be acknowledged with a positive comment relating to the objective but next steps do not need to be identified.

Feedback and Marking Policy Review

The Senior Leadership Team and Subject Leaders will monitor the marking process in their subjects through book scrutiny, lesson observations, and discussions with pupils and staff.

Last Review: July 2014

This Review: Oct 2016

Next Review: Oct 2017

Signed Head of School.....

Signed Chair of Local Governing Body.....