



FEEDBACK & MARKING POLICY

This policy should be read in conjunction with our school policy on Assessment

1. Our Aims

1.1 We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. For this reason our comments are meaningful and children receive feedback on the majority of their work. The level of feedback and marking will be appropriate to the task and the level of guidance needed.

1.2 As part of on-going assessment, **verbal feedback** is often given during the lesson whenever possible although we often give feedback on a particular lesson at the beginning of the next one.

We give feedback comments on the children's work through verbal comments and marking. Written comments may be written in words or in code as part of our agreed school Feedback & Marking Key. They may be written on work from children of all ages but we aim for the comments to be understood by the child so that they can act on the NOW comment given. Often, depending on age sometimes, verbal feedback including a NOW comment will be given in place of a written comment.

1.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. The comment always includes a NOW comment to move the learning forward. We expect children to know and act, as soon as possible, on these NOW comments (written and verbal).

1.4 If we consider that the objective has not been met, we make clear, verbally or in writing, why this was the case. In both cases **we identify what the NOW is** in order to improve this and future work.

1.5 We encourage the children to make comments about their own work and the work of fellow pupils and we encourage pupils to be the **first markers** of **some** pieces of work.

1.6 We allow time at the beginning of each lesson for the children to absorb any comments written on their work and to edit or correct work. We do this to ensure teachers written comments really have an impact on the children's work and helps them close the gaps in their learning.

2. The principles of our policy on Marking & Feedback and how these relate to what we do:

1 We aim to give children increasing responsibility for their learning and work.

There is little evidence to suggest that extensive written comments, often in different coloured pens, have a big impact on children's progress. In fact, over-marking can take the responsibility away from students, reduce their motivation and make them less resilient.

2 Careless mistakes do not need to be corrected

We do not correct a child's work where they have merely made a careless mistake, according to research – mark the error don't worry about correcting it. Instead, research advises us to focus on areas where children show an underlying misunderstanding. The latter is likely to be a chronic or habitual issue, while the former would be an occasional lapse, so a good old fashioned cross is used.

3 We do not 'grade' every piece of work

Children tend to focus disproportionately on the grade and are less likely to take note of the formative advice – the NOW comment. The research in this area is complex, but most studies agree that having a grade and a comment can lessen the impact of the comments.

4 Stop doing the tick and flick

There's pretty much no evidence to suggest that acknowledgement marking (the tick-and-flick approach) has any impact. The Oxford report concludes that this form of marking "could be reduced without any negative effect on student progress". Generic praise can also fall into this category. A quick "well done" or "good effort" might feel like it's not time consuming, but multiplied over several sets of books this endeavour can really clock up the minutes without adding much impact because children often aren't clear exactly which bit they have done well. The report suggests pupils can detect insincerity too, so better to save your red ink for something specific and genuine.

5 Be led by pupils' needs

Marking at St Mary's is led by pupils' needs rather than a mechanistic timetable. We judge marking to be of consistently high standards when we see an immediate improvement response from the child. Variation in practice, where led by children's needs, is perfectly acceptable.

6 Whole school approach

We expect to see teachers adhering to this assessment policy so that as children progress through the school they are clear about what they need to do to take their own learning forward.

8 Realize that marking is not the be all and end all

Written marking by adults is only part of our assessment procedures. We aim to give children lots of opportunities to mark and comment on other children's work and on their own. In order to ensure an immediate response, adults will often use verbal NOW comments. We expect children to carry these out as soon as possible. In the first and last weeks of terms and in the weeks before and after half terms and the week of parents evenings adults do not make written comments on children's work.

3.0 Some examples of marking strategies

3.1 Whole class marking – pupils mark their own work. This is appropriate for closed answers; eg sums in maths, mental maths answers, grammar or spelling work. The teacher then scans the books for common errors to inform future planning. **Marking and correcting own work done in GREEN.**

3.2 Paired marking –pupils discuss own work with a self –chosen or teacher –chosen partner. With written work, children swap books or work on one child's book at a time together. Teacher provides an assessment or evaluation checklist of just 1 or 2 selective aspects for paired pupils to evaluate and mark together. **Paired marking done in purple.**


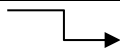
3.3 Pupils self- evaluative marking- pupil marks and edits own work. **Own marking done in GREEN.**

3.5 Teacher marking- done in **RED**. Closed exercises require brief acknowledgement to show work has been seen by the teacher. Extended writing generally requires a greater response but needs to avoid extensive narratives and long comments. Instead the teacher uses a range of symbols (see attached key).

The child then acts on the NOW comment.

Marking Key

All Teacher marking in **RED**, Pupil marking in **GREEN** and peer marking in **Purple**.

√	Correct – not every piece needs to be individually ticked – stamps can be used – if self / peer marked one Red tick at end of work to show has been seen by teacher
x	Incorrect – if lots of incorrect work then use stamp to ask child to work with teacher
/ ∟ △	Learning objective achieved/ developing
	What to do next. Improvements / revisions and next steps
Word ^ Word	Missing word; teacher might include word where appropriate
○	Circle around incorrect /omitted punctuation/ punctuation in wrong place including wrong use of capital letter
Underline with SP written in margin	Misspelt words -the correct spelling should be recorded as and when appropriate
√√	Indicates best part of child's work / adventurous vocabulary / good use of conjunctions, connectives / accurate use of punctuation
	New speech on new line
[in margin	Indicates need to reread and rewrite work to make sense
←	Write by margin
/	Indicates when to start a new line eg direct speech
//	Indicates where a new paragraph is needed
=Under letter	Missed capital