

Marking and Feedback Policy

Introduction

At Dalton St Michael's C.E. Primary School we believe that all children are entitled to regular feedback on their learning which, as a consequence, impacts and advances pupil progress and outcomes. We recognise that effective marking and feedback is crucial to enable children to become independent and confident to take the next learning steps. Therefore, all teachers will mark work and give feedback appropriately as an essential part of the assessment process. This feedback and marking policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning and ensuring consistency of practice and high expectations throughout school.

Aims

To ensure that marking and feedback is effective we aim to:

- Show children that we value their work, and encourage them to do the same
- Boost the self-esteem and aspirations of all children through praise and encouragement wherever appropriate
- Ensure children have a clear understanding of what they have achieved and what they need to do to improve
- Motivate children to progress and try their best
- Share expectations and give clear guidance
- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine
- Use the information gained through marking, together with other information, to adjust future teaching plans

Embedding the Principles of effective marking and feedback

We believe that three principles underpin effective marking: it should be **meaningful, manageable and motivating**.

Meaningful: marking often varies by age group, subject, and what works best for the children and staff in relation to a particular piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking should be proportionate giving consideration to the frequency and complexity of written feedback. Some pieces of work may need more in-depth marking than others. This decision is based on the professional judgement of teaching staff.

Motivating: marking should help to motivate children to progress. This does not mean always writing in-depth comments or being universally positive; sometimes short, challenging comments or oral feedback are more effective.

At Dalton St Michael's C.E. Primary we believe:

- The process of marking and offering feedback should be generally positive one where achievements are readily identified
- Wherever possible, the marking should always be in accordance with the lesson objective and the child's own personal targets
- Work should be matched to the learning needs of individual or groups of children and marked appropriately
- In marking, teachers should recognise effort as well as quality to specific skills or understanding
- Children should be encouraged to evaluate or comment on their work before handing it in or discussing it with the teacher
- Opportunities should be provided for pupils to assess their own and each other's work, and give feedback as appropriate

Oral feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. The language of the classroom has an enormous impact on the children and should create an ethos where speaking freely about learning is good. Teachers' oral feedback needs to be focused mainly around the learning intention of the task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning. Most effective marking occurs when the work is marked together face-to-face, but if this does not occur, and the work is marked away from the child, we try to remember:

- Can the children read the comments?
- Can the children understand the comments?
- Are the children given time to read the marking?
- Are the children expected to transfer the improvement suggestions to another piece of work in a new context?

At Dalton St Michael's we believe that it is not always appropriate to correct all spelling, punctuation, grammar and handwriting in every piece of writing. When work is complete, children will be asked to check for things that they know are wrong in their work when they read it through. We want to involve children as far as possible in the analysis and constructive criticism of their own work. We want children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Teachers will use their professional judgement and knowledge of the child and their individual skills when marking particular pieces of work.

When marking, teachers at Dalton St Michael's will:

- Use a coloured pen
- Highlight successes by underlining or ticking/double-ticking
- Highlight the 'next steps' in learning either orally or written

Each class agrees their marking code at the beginning of the school year. These are displayed in each classroom and referred to when appropriate.

An example of the marking code for upper key stage two can be found here:

Marking Code

Code

- SP in margin for spelling error
- // Paragraph needed
- ~ A wiggly line when the meaning is unclear
- O Missing punctuation
- ^ Where a word has been omitted
- 😊 ✓ To highlight good work
- * Where an improvement is needed
- G Guided group work
- I Independent work

This policy will be reviewed regularly and amended as necessary.

Signed:	Signed:
	On behalf of the Governing Body
Head Teachers name: Mrs Adele Robinson	Chair of Governors name: Mrs Maureen Faulkner
Date: December 2016	Proposed Review date: December 2017