

Axbridge Church of England First School Academy



Marking and Feedback Policy

Signed:

Date of policy: November 2017

Review of Policy: November 2019

Marking and Feedback Policy

Introduction

We believe marking should provide constructive feedback to every child, focussing on success and improvement against learning objectives. Marking should help children to become reflective learners through frequent and effective feedback. This will close the gap between current and desired performance.

Aims

Marking should:

- Relate to learning objectives taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage and motivate children, by demonstrating the value of their work, thought and effort
- Give children clear strategies on how they can improve their work
- Be accessible to children
- Use consistent codes throughout the school
- Measure progress against targets, school or national expectations
- Provide a tool for teacher assessment – diagnostic, formative or summative
- Help the teacher to evaluate teaching and inform future planning
- Be manageable for teachers

General Marking Objectives

If our marking is to be effective and of value to ourselves and to the child, it is important that teacher and child participate. We must focus on the **success criteria** for each piece of work and communicate this to the children before each piece is started or they may not be apparent to the children. The learning objective is displayed in the classroom where appropriate. The success criteria are shared with the children.

- When we mark work it is important that we demonstrate consistency by marking to the success criteria set for the task.
- Marking must focus on *improvement* not 'correction'. It should have a positive effect on the next piece of work produced by the child.
- Children should respond to marking. Children must be encouraged to read marking and to respond in writing, verbally, individually or in a group activity.
- The children will benefit from marking if they understand the marking system. There is a need for a simple and consistent scheme of marking
- To help set effective targets for the next stage in children's learning
- Every piece of work must be marked in an appropriate way
- To assure parents and other external visitors that we have seen the children's work and recognised the effort and learning it represents

Reasons for Marking

Whenever we mark a piece of work, we do so for one or more of the following reasons:

- To promote the child's self-esteem, interest and respect for his/her work
- To encourage and praise by noting examples of good practice
- To demonstrate to the child our interest and concern for their work
- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- To evaluate individual progress
- To assess overall progress and to enable us to plan for future teaching
- To assess the effectiveness of our teaching

Marking Strategies

Summative marking – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

Secretarial marking of spelling, punctuation grammar etc. A maximum of 3 spellings will be corrected in one piece of work

Focused marking should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.

Response partners – children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

Frequency of marking and feedback

- Marking should take place soon after the work has been completed and feedback given as soon as possible as appropriate
- Marking can take place during the lesson – providing immediate feedback
- Long-term projects may be marked on completion – children need to be told this in advance
- Evidence should be clear in books of the impact of marking and feedback

Marking Codes

Code	Explanation
I	Independent
S	Supported
M	Modelled
G	Guided
PW	Paired Working
PM	Peer Marking
VF	Verbal feedback
	Smiley, straight or sad face used as feedback for praise
Handwriting characters	Mr On The Line Miss Capital Letter Mr Full Stop Mr Finger Space

LSA's should initial any work marked

Marking Writing

Pupils' writing is marked with a green and pink highlighter to provide feedback. **Green for growth** and **Pink for perfect**. This strategy is used from Year 1 - 4. A teacher uses their judgement to highlight work against learning objectives and targets set. At the end of each writing task cycle there should be one green (growth comment) and one pink (positive comment).

Other subjects

Green and Pink highlighters may be used when marking other subjects (including mathematics)

Children's Response to Marking and Feedback

Children may be asked to respond to a written comment by:

- Writing an improved word, phrase or sentence
- Writing a sentence with correct grammar or punctuation
- Re-working a maths answer
- Children should be encouraged to respond to each other's work using the success criteria as guidance. Where appropriate, they should check and improve their rough drafts themselves, or use 'response partners', prior to writing out a final draft.
- Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, tables tests.