

ST MICHAEL'S CE JUNIOR SCHOOL

Feedback and Marking Policy



Date: January 2019

Ratified by Governing Body:

Review: Every Two Years

Record of Policy Review:

Name of Policy: Feedback & Marking Policy

Review date	Headteacher's signature	Chair of Governor's signature
June 2016		
January 2019		

The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. It is acknowledged that marking is most effective and has the most impact when it has taken place in partnership with the child; therefore, teachers will endeavour to provide immediate feedback through conferencing. The audience for the marking is the children.

Verbal feedback will be given to the children during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class. The adult delivering the verbal feedback may annotate the child's book to indicate what has been discussed, if it is felt that it would be helpful for the child to refer back to it.

Light touch marking will refer to the learning objective by single ticks against the WALT within the piece of work. Light touch marking may occur in the presence of the child or may be through distance marking, where the child is not present.

English marking

For writing tasks, **deep marking** may occur during the writing process and will provide more detailed feedback for assessment purposes; deep marking could occur via written or verbal feedback. It could include marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout, etc. Children will be given time to read, discuss and respond to the feedback in order that the feedback provided has maximum impact on learning.

Maths marking

Whenever possible, teachers and LSAs will provide immediate verbal (and sometimes written, if it supports learning) feedback to children during maths lessons. Children will self-assess their learning against the WALT using the metacognition colours and strategies. When completing distance marking, teachers will not provide any written comments or next steps in maths books.

Foundation subject marking

Whenever possible, children will self-assess their learning in foundation subjects by ticking the learning objective (WALT), using metacognition colours or by writing a short reflection to indicate whether they think they have met the objective or not.

When marking work in science or one of the foundation subjects, teachers may concentrate on correction of vocabulary specific to that subject and may disregard any more general spelling errors. Marking may also address misconceptions; this could be through verbal feedback. There is no expectation that next steps will be given.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

Principles

Marking and feedback should:

- ✓ Provide **meaningful** feedback to the child;
- ✓ Highlight areas for development/improvement/correction;
- ✓ Inform future planning of lessons;
- ✓ Enable the teacher to record progress related to learning objectives;
- ✓ Be **manageable** for both the child and the teacher;
- ✓ Be relevant – sometimes marking is not necessary.

Marking Guidelines

- We have agreed that teachers will mark work with green and orange pens. Green pen will be used to recognise good learning behaviours, individual progress or achievement of the success criteria. Orange pen will be used to identify errors.
- Children will edit their work and respond to marking comments using a blue pen.
- Learning Support Assistants should record the level of support given to the child by annotating the child's work.
- Where lessons have been taught by a supply teacher or an HLTA, wherever possible, the work will be peer marked.
- Time will be allocated for children to respond to feedback when deemed appropriate by the teacher.
- Verbal feedback does not need to be recorded in written form.

Self-review

Where appropriate, children will mark their own work in order to assess their own learning. Children are encouraged to self-assess their learning with a brief comment or by using the metacognition colours to indicate their understanding (blue – fully understood objective, green – understood objective, yellow – beginning to understand objective but need more practise, red – did not understand objective). Where self-marking has taken place, it is not expected that an adult will acknowledge the child's work.

Peer feedback

Children will be given regular opportunities to mark, assess and review the work of a partner. Feedback may be verbal or written. Dialogue about children's learning is an important skill that we seek to develop throughout the school. Where relevant, the child-reviewer should initial any comments made. Where peer feedback has taken place, it is not expected that an adult will acknowledge the child's work.

Marking Annotations:

✓	Correct
✓✓	When a particular element is exceptional or where a learning objective has been met
•	Incorrect / think again / check independently
sp	Incorrect spelling
//	New paragraph needed
S	Does it make sense?
T	Check the tense
P	Check the punctuation
VF	Verbal feedback given (if relevant)
GW	Guided work (following by initials of adult providing support)
R	Underline/cross out mistakes using a ruler

Where appropriate, teachers may use circling or underlining to identify errors.