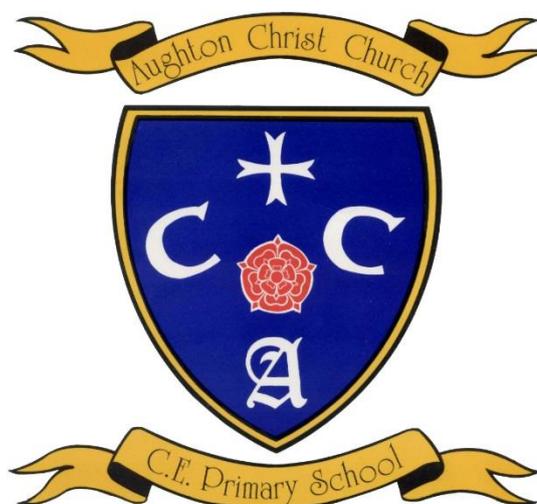


Policy Document

Aughton Christ Church C of E
Primary School

MARKING AND FEEDBACK POLICY



Reviewed: May 2022
Next Review date: May 2023

Aughton Christ Church C E Primary School



Marking and Feedback Policy.

At Aughton Christ Church C.E Primary School we are committed to providing relevant and timely feedback to pupils both orally and in writing, this policy is concerned with ensuring a consistent approach to marking and feedback across the school and to ensure the involvement of children in extending their own learning. We believe that marking should enhance learning through:

- Drawing attention to what children need to do to improve.
- Providing feedback on what they have done so far.
 - Encompassing Assessment For Learning (AFL) in order that children take responsibility for their own learning.

Aims

- Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the children's understanding and identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility their own improvements.
- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between child and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

Principles of Marking and Feedback

The following principles should underpin all marking and feedback:

- It should be positive and motivating for children.
- It must be at the child's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly
- It ought to give recognition to effort and achievement noting improvements made.
- The process should directly engage the child, either orally or through written response.

- It should give clear strategies for improvement focusing on one or two areas at a time which link into the learning objectives or learning targets for the child (which may be cross curricular).
- Time should be given for children to consider marking feedback and for them to respond to them
- It should promote children's self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning.
- It will provide information to the teacher on the success of the teaching and inform planning.
- It will provide information to the teacher regarding pupil progress.
- It can be given by any adult with whom the child is working.
- It can be given by a peer as part of the learning process.
- It must positively affect the child's progress and learning outcomes.

Marking and Feedback Process

Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. The Learning Objective (LO) should be clearly written on each piece of work enabling adults and pupil to mark effectively against the learning objective.

Teacher Marking

The main forms of marking and feedback will be used as follows:

1. Verbal Feedback from an adult

Direct contact with the child and discussion of the work is particularly appropriate with younger, less able or less confident children. In respect of subjects such as PE and Music, it may be predominantly if not exclusively verbal, a record of this may be written by the teacher where appropriate in the book.

2. Written Marking

A traffic light system is used age appropriately throughout the school using coloured writing pens:

Green: to identify one or two achievements in relation to the success criteria that is praiseworthy - no matter how small. Rewards for effort and achievement will be recorded age appropriately eg, stamps in EYFS and KS1 and house/team points in KS2,

Orange: to target a specific area for improvement related to the objective, success criteria or individual pupil target. This may include questions, reminders, scaffolding/modelling. It may include instruction for redrafting, correcting mistakes or better presentation This will often, but not always, require a response from the child to address the area highlighted.

Red to indicate the child should see the teacher for 1-1 discussion.

Spelling errors will be indicated by a  drawn underneath the incorrect word. Where the lesson objective is not spelling, errors will be only corrected where the word relates directly to the current spelling objectives.

For SEN/low ability children or children with specific spelling difficulties, it will be left to teachers' professional judgement whether to correct spellings.

Marking should be regular, kept up to date and promptly returned to children.

Marking feedback time should be built into the day and/or lesson time for the children to respond to marking feedback, absorb any comments and improve their work, especially in core subjects

Independence Level

In order for the teacher to evidence progress and understand how independently a child has met learning intentions, a record may be made to show what level of support was given. Work supported by a Teaching Assistant may be marked by them with a 'TA', they may also add a note indicating what level of support the child received.

Pupil Marking

In order to engage the child in their own learning, children should have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions. Suggestions may be verbal or in writing using the teacher marking systems outlined previously. All peer marking will be against success criteria given by the teacher either verbally or through the use of a written success criteria.

Independent Editing

Where appropriate, teachers may choose not to comment on a section of work but ask the child to redraft/improve it themselves before any direct feedback is given. This should only be done when the child has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

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