

**Twiss Green**

**Community Primary School**

**Marking and Feedback Policy**

**September 2021**

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| Date of Approval: | 10th September 2021 |
| Signed: Chair of Governing Body |  |
| Signed: Acting Head Teacher | **Katy Fuller** |
| To be reviewed by: | September 2022 |

Introduction

For the purposes of this policy, we define ‘marking’ as an act of communication (not always written) between teacher and child. It has close links with the school assessment policy, which incorporates the importance of observations, notes and verbal comments. The policy will serve to promote accuracy, consistency and value in the marking that we do.

Marking should be helpful to both the children and the teacher, serving to identify strengths and areas for improvement, to praise/value the children’s work, assess understanding for both planning and assessment purposes and ultimately to enhance the children’s learning. Feedback should be linked to the focus of learning. The more marking can be done alongside pupils with immediate feedback and response, the more impact it will have on learning.

The fundamental purpose of marking is to encourage the children to be ‘assessment capable’. They need to be provided with the information that enables them to make progress and review and reflect upon their learning.

Our children are encouraged to ask the following questions about their learning:

* Have I met the learning objectives?
* How much progress have I made so far?
* What are my next steps?

We enable them to do this by:

* sharing the learning objectives/intentions with them and ensuring that they are very clear and well explained (ie How will children know if they have achieved the lesson objective?)
* providing immediate feedback in response to what children say and do
* providing children with explicit success criteria
* giving good quality oral and written feedback around learning intentions
* providing simple, written or oral feedback which links back to the learning objective
* advising children about how to move their learning on through suggesting next steps/targets
* giving evaluative verbal comments or targets supporting children in how to improve their work
* reminding children about success criteria during activities
* asking children to identify an area to be improved or developed
* allowing children time to assess their own work and set their own next steps/targets
* asking children to self-assess their level of understanding through traffic lights, thumbs, smiley faces etc
* allowing children to mark their own work against explicit criteria eg learning ladders, subject specific mark-sheets,

The Learning Environment

This should support the marking policy and thus enable children to take charge of their own learning. Our classrooms have displays that feature:

* key vocabulary and key questions
* daily objectives
* success criteria
* learning walls
* WAGOLLs
* checklists
* handwriting formation

Principles of Marking

Marking should be linked to the learning objective and/or success criteria; because of this, there may be occasions where errors (e.g. misspellings) are ‘overlooked’ because they are not the focus of the learning.

All written comments will be constructive and positive wherever possible and the children will be encouraged to respond. This can be done using further questioning to encourage research at home, next steps, reflection, correcting, extension and challenge.

The children should have a clear understanding of the marking process and their involvement in the marking process is vitally important. Self-assessment, as well as peer assessment, will be used on a regular basis.

There may be occasions where not every piece of work will have a written comment or annotation; this might be because the teacher has discussed the work with the class as a whole (or the individual), or the piece of work has been peer or self-assessed. In these situations, the teacher will write VF (verbal feedback) at the end of the piece of work. Marking may be linked to reward systems in order to motivate and praise pupils.

Feedback and Reflection Time

Opportunities for children to look back at work, reflecting and securing learning will be built into timetables regularly.

Other Guidelines

We will aim to mark in a style that is appropriate to the age and ability of the individual child, (modelling the school’s handwriting style). We recognise that ‘marking’ in the presence of pupils is desirable, although not always realistic.

Where relevant/appropriate, learning objectives will be used as titles; these will have a tick or appropriate comment when the work has been marked.

Marking comments should address the lesson’s learning objectives; simply writing ‘good’ or ‘well done’ is not appropriate or helpful.

Pupils will be encouraged to read and respond to comments written about their work. Time will be set aside at the start of a lesson to discuss issues arising from the previous lesson(s): strengths/weaknesses, common problems, next steps etc.

Methods vary according to the age/ability of the children, but include the following:

* Traffic light
* Smiley faces
* Arrows
* Stars and wishes (\* \* \* /\*)
* Effort and Progress
* Children writing their own comments etc.

The children will be encouraged to self-assess against success criteria, to check for errors and to evaluate the standard of their work.

Teaching Assistants mark the work of some pupils when they have been working with a particular group or individual. Supply teachers are also expected to mark all work which they have taught, unless specifically requested not to by the class teacher. Teaching Assistants and supply teachers initial the work that has been marked by them.

This policy will be available for any interested parents to view, and staff will be happy to explain any part of it.

Monitoring

This policy will be monitored by the Headteacher and Subject Leaders, through work sampling, pupil interviews and classroom observations. The Headteacher will report to the Governors’ Performance and Curriculum Committee.

April 2016