



St Bartholomew's CE Primary School

Marking and Feedback Policy

This policy is carried out within the context and spirit of the school's values and vision statements. We value God's children and adults demonstrating Christian values in everything that we do.

We value:

Friendship, love, tolerance, forgiveness, trust and hope and the commitment to achieve. We believe that all children have talents and through our Christian ethos and values we will unlock this.

- Staff, children, parents, carers and governors who are friendly and caring.
- We love all members of the school community, including ourselves.
- We show tolerance towards others and respect their beliefs.
- We show forgiveness and understand that making mistakes is part of growing.
- We trust one another.
- We show hope and believe in God to guide us through our lives.

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments

1 **PURPOSES: Reasons for marking**

- 1.1 To recognise, encourage and reward children's effort and achievement, and celebrate success.
- 1.2 To provide a dialogue between teacher and children and clear appropriate feedback about strengths and areas for development in their work.
- 1.3 To improve a child's confidence in reviewing their own work (self-assessment) and setting future targets, by indicating the 'next steps' in learning.
- 1.4 To indicate how a piece of work could be corrected or improved against assessment criteria.
- 1.5 To help pupils develop an awareness of the standards they need to reach in order to achieve age related expectations as set out by the National Curriculum.
- 1.6 To identify pupils who need additional support, more challenging work and to identify the nature of the support/challenges needed.
- 1.7 To provide evidence of assessments made and help moderate the interpretation to learning intentions and achievements made towards age related expectations.
- 1.8 To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- 1.9 To inform future planning.

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.

2 **Principles**

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets), it is essential that:

- 2.1 They are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be marked / assessed. *'This is what you are going to do and this is how I will be marking it.'*
The use of Marking Ladders would be appropriate for certain tasks. Reference to previous learning and learning environment scaffolds may also be used when appropriate to support the generation success criteria.
- 2.2 The learning needs of individual children are understood and work is matched and marked appropriately.
- 2.3 Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- 2.4 Where appropriate, marking/feedback is linked directly to learning targets.
- 2.5 Children are clear about what they need to do in their next piece of work as a result of the feedback they have received.

Wherever possible, marking takes place with the children, e.g. when staff (all adults) are working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

3 Towards a whole-school approach

In order to achieve a whole-school approach marking methods must be agreed and should be:

- 3.1 Consistent across year groups
- 3.2 Developmental across the age-range
- 3.3 Consistently applied by all those working with children in school, including support staff and supply teachers.

4 The nature of feedback

- 4.1 Comments should refer to the learning intentions of the task.
- 4.2 Comments may form the basis of a discussion between teachers and child, e.g. reviewing targets (next steps) set
- 4.3 Comments may be *oral* or *written*, formal or informal.
- 4.4 Comments may be given on a group or individual basis.
- 4.5 Feedback should be constant and regular in order to move learning forward.

*Note: Research has shown that immediate feedback is the most effective and is therefore more likely to be **ORAL** than **WRITTEN**.*

Oral feedback...

...is most powerful and has maximum impact when pointing out our successes and improvement needs against the learning intentions. Written reflections can pull down the quality of articulation of the learning. **The quality of the thinking can be higher if it is oral.** Marking symbols to be used to show that oral feedback has been given (bubble or block, VF and adult initials) – this will avoid work being unacknowledged.

5 Implementation

- 5.1 Children will receive detailed feedback and given time at the start of a lesson or another appropriate time, to read and consider the written feedback the teacher has provided; they should respond to this.
- 5.2 Good work and effort may be recognised by achievement stickers or team points to show when targets have been achieved, where appropriate.
- 5.3 All adults, teachers, including support staff and supply teachers are involved in the marking process.
- 5.4 Written comments will be made where the teacher thinks it is appropriate. Where possible comments will be mainly positive and should encourage improvement in future work. Comments should be written neatly, bubble and block technique; bubble – positive comment linked to the learning / task; block – target / developmental next steps. In some cases a bubble will be drawn next to the learning objective to indicate that it has been met. **See Appendix 1**
- 5.5 Day to day marking will help to inform assessment of the key elements. This in turn will help in making National Curriculum assessments at the end of each academic year.
- 5.6 Marks and comments will be written in green ink.
- 5.7 Maths number work will be marked using a tick, cross or 'c' for corrections, and may also include a written comment, again using the bubble and block

technique, to encourage the child and aid his/her future progress. Where many mistakes occur in maths, a constructive comment will be made by the teacher rather than a series of crosses.

- 5.8 When spelling is a focus, an incorrect word will be underlined. The correct spelling will be either written above the word or in the margin or corrected by the child depending upon the age and ability of the child. Corrected spelling errors should be limited so that the child can focus on learning those words. Where repeated spelling errors are made of regular age appropriate words these should be corrected. In addition, age appropriate grammar mistakes should also be addressed.
- 5.9 Grammar corrections will be carefully targeted upon difficulties which the teacher considers to be the most significant for that child by circling errors and placing a 'g' in the margin. **See Appendix 1**
- 5.10 The extent to which pieces of work are corrected for spelling, punctuation, grammar, letter and number formation and presentation will depend upon the learning objective which the teacher has determined for the task. Frequently occurring mistakes and presentation errors should be corrected and eventually will not reoccur. E.g. a child constantly writing the number '5' backwards or misspelling the same word incorrectly. Best pieces of work will not be corrected but a comment may be written on the back.
- 5.11 Wherever possible work will be marked in the presence of the child. If the child is not present, written feedback will be given and time given for pupils to read and act upon the comments. Bubble and block should be used to provide effective feedback which moves the learning forward as appropriate; however, the minimum expectation for English and Maths is that you would give a written block at least twice a week for every child in KS2 and at least once a week in KS1, where verbal feedback is given more frequently.
- 5.12 Bubble and block technique will be used where appropriate to provide effective feedback across a range of curriculum subjects. For non-core subjects and Science, the minimum expectation is to give a written block to one group of learners a week for each non-core subject.
- 5.13 Children will have opportunities to evaluate and feedback on their own and their peers' work.
- 5.14 Teachers will use and give pupils opportunities to use for example, traffic light marking as per assessment policy in order to self-assess their work.

Reviewed: May 2016

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Signed:Headteacher

Appendix 1

Marking and Feedback

All work is to be marked against the learning objective. This should be a bubble and, when necessary it may also include a comment on the progress of the children's targets.

 Well done; you have been able to use adverbial phrases at the start of sentences. You have also progressed since 3rd February by meeting your target of including adverbs in your writing.

 ✓ This may be placed next to the learning objective if the LO has been met.

Blocks should be used to move the learning of the children on. It should be a next step that supports their progress, but worded as the child's target. Examples or references to the learning walls should be made to support the children to answer their blocks or meet their target. Sometimes the block should be completed there and then and sometimes in the next piece of work.

Your target is to include commas with adverbial phrases at the start of sentences. E.g.: After the shopping trip, Bill went to the cinema.

Margin Marking

Children need to be encouraged to look at margin marking and edit and develop this. Younger children may need mistakes correcting until the editing process has been taught to them.

sp	Spelling mistake – children to correct or copy the teacher's correct spelling on the page.
p	Punctuation mistake or punctuation missing.
g	Grammar error – perhaps the incorrect tense, a and an not used correctly, incorrect use of was / were.