



ST. EDWARD'S CE ACADEMY CHEDDLETON [SEAC]

Feedback Through Marking

Introduction

This policy has been written for all stakeholders and visitors to the school. The foundation for the policy was formulated by teaching staff and has been reviewed by a number of stakeholders including staff, governors and children.

Rationale

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and evaluation.

As a result of this policy there will be greater consistency in the way that children's work is marked across the academy.

Aims and Objectives

- To promote, monitor and encourage high standards individually and within the class.
- To recognise and affirm pupil's own achievement.
- To improve the quality of pupil's work.
- To identify, to children, their targets for further development.
- To allow pupils opportunity to further improve their work or be challenged.
- To inform planning.
- To inform stakeholders about the developments of pupils progress.

Principles

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Teachers should provide verbal and/or written feedback to children.
- The marking of children's work, either written or verbal, should be regular, frequent and consistent across the school.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked to learning intentions/ success criteria/ targets.
- Feedback should be given on literacy, grammar and presentation throughout the curriculum.
- Teachers should use agreed marking symbols and criteria outlined below.
- The marking symbols should be displayed in each classroom and children should understand the meaning of the marks / marking they receive.
- Children should be trained in marking, self-evaluation and peer assessment to make improvement suggestions and to act upon and respond to the suggestions made.
- Parents should have access to the school's marking procedures.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.

Guide to Marking

All children's work should receive a verbal or written acknowledgement from an adult that it has been seen. Depending on the task set and the input received from an adult, the degree to which work is marked will be different.

- Feedback and marking needs to be oral and /or written.

- Children's work should be corrected as soon as possible after completion, and if possible, in the presence of the child.
- Effective feedback needs planned time for children to make improvements/response. This is done in Fix it Time where children in Foundation Stage and Key Stage One use a pencil or purple pen and Key Stage Two use a blue pen, pencil or highlighter to show this work.
- The marker should make notes of successes and misconceptions; made by different ability groups on weekly planning. These will be used as teaching points and suggestions for improvements to be made.
- Errors or misunderstandings using visual marking symbols should be marked in green where appropriate. (In order to maintain self esteem, not every error in a child's work is picked out).
- All staff, including cover or supply staff, are expected to mark work completed by pupils whom they teach. They should initial the work if they are not the class teacher.
- Subject Managers will monitor marking in subjects.

English and Maths	<ul style="list-style-type: none"> • Work marked in more detail. • Positive comments using visual marking symbols (see appendix 1) relate to the learning objective and success criteria in a bright pink (bright for right). • Fix it should be indicated using visual marking symbols and should be in green (green for growth).
Other Subjects	<ul style="list-style-type: none"> • Work is marked in less detail. • Visual symbols are used as appropriate. • Green for growth and pink for right

Self-evaluation/Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some "golden rules" of response partner/ peer assessment/ feedback work, to safe guard self esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestion and of the peer assessment should be monitored by the teacher.

Monitoring and Evaluation

The assessment leader will scrutinise samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are the improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- Children having ownership of their learning and next steps.
- An improvement in children's attainment.
- All stakeholders have a clear understanding of the marking policy.
- Consistency in teacher's marking across the phases and between year groups.
- An awareness on the part of the pupils of what is expected of them.

Special Educational Needs / Inclusion

Verbal or written feedback will be tailored to the ability of the child as per the policy but children will be given support in engaging with marking according to their need.

Equal Opportunities

The Feedback and Marking Policy and Marking Code, encourages the practice of inclusion for all.

Please refer to: Assessment for and of Learning Policy, Teaching and Learning Policy and subject policies for further information.