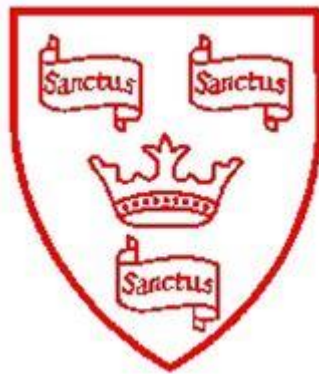




Nettleham Church of England Voluntary Aided Junior School

Marking and Feedback Policy



Written by	Penny Summerlin
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Nettleham Church of England Voluntary Aided Junior School is committed to providing relevant and timely feedback to pupils. 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 and developing their own learning.

Feedback is an essential part of planning, assessment, teaching and learning. Children need regular, consistent feedback on how they are doing and we believe that the best way to do this is through constructive dialogue with the child.

Aims

- Praise, motivate and encourage them to produce high quality work and raise their aspirations.
- Keeping children on track by correcting misunderstandings and misconceptions.
- Showing children next steps for improvement.
- Allow children to recognise their strengths and successes.
- Create challenging but achievable target for development.
- Provide a basis for informing teachers, allowing them to plan lessons effectively and adapt them when required.
- Provide a basis for formative and summative assessment.
- Embed opportunities for children to reinforce and further their own learning by creating independence in learning and responsibility for their own improvements.
- Raise profile of high-quality work through sharing and celebrating.
- Empower each learner.

Teachers and teaching assistants are engaged in on-going assessment throughout lessons and will intervene whenever children need redirecting, either as individuals or as a group.

Principles of Marking and Feedback

- It must be manageable.
- It should be positive and motivating for children.
- It should engage the child in their own learning.
- It should be given promptly and regularly.
- It must be at the child's level of comprehension.
- It should directly engage the child.
- It should involve the children and encourage them to be reflective.
- It should recognise effort and achievement.
- It should further children's learning.
- Time should be given for children to consider and reflect upon marking comments and for them to respond where appropriate.
- Work should not be accepted that has not been presented to a sufficiently high standard or that is incomplete, taking into account the child's ability.
- Teachers should consider making comments in the margin or at the end of the piece of work unless there is sufficient reason for writing over the child's work.

The way in which we mark children's work will be dependent upon a variety of factors (age and ability of the child, the objective of the lesson and the subject area of the curriculum) and may take a variety of

different forms. Children are encouraged to be involved in the marking process at a level appropriate to them. For children in Lower KS2, this involves teaching the children to think deeply and critically about their work.

Acceptable forms of Marking and Feedback

- Written teacher and teaching assistant comments
- Peer marking and feedback (identifying at least one positive aspect and an area for improvement. Peer assessor's initials should also be left)
- Parental comments
- Self-marking and self-assessment (explicitly using purple pen.)
- Success criteria
- Modelling
- Verbal feedback (either on 1:1 basis, group or whole class) - direct dialogue with the child.
- Personal target/goal setting
- Use of stickers or stamps
- Peer coaching
- Live marking
- Whole class marking/feedback.
- Side-by-side adult and child marking
- Notes on achievements or problems
- Completion of formal assessments
- On occasion, final drafts of work need to be 'clean' of written marking.
- Sharing of good work
- Children record their confidence and understanding using the self-assessment system (see Appendix 1.)

In order for the teacher to evidence progress and understand how independently a child has met learning intentions, a record should be made to show what level of support was given. Work supported by a member of staff should be marked as 'supported' with the staff initial. Work completed in a group or guided session should be marked as 'guided.'

Good Practice

Well-constructed marking and feedback tasks require prompt effective response from pupils so to improve the quality of their work or reinforce learning. It should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward and be aware of how they are improving.

- English to be marked in greater depth than other subjects.
- Maths – clear evidence of what the child has got correct/incorrect.
- Small achievable targets should be set where appropriate.
- Children should acknowledge these comments/targets and act upon them as appropriate.
- Unless stated to the contrary, all work is assumed to be completed independently otherwise codes should be used to show what level and type of support was received.
- Staff will use a shared language of codes/symbols as shown in Appendix 1.

Teachers should exercise their professional judgement to decide what is needed based on the age and ability of the individual child.

Non-negotiable Procedures for Marking

- English will be marked in detail at least twice per unit of work.
- Maths – clear use of stampers to show accuracy of work completed.
- Depending on the piece of work 'next steps' must relate to the aim, success criteria or learning objective.
- Most work should be marked although restricted marking can be used and on occasion clean of marking if appropriate.
- Focussed and detailed marking must identify what is good and what can be improved.

The marking must be accessible to all pupils in the learning environment. There is no set ink colour but marking must stand out and be clear to children. All written marking is to be done using clear legible handwriting.

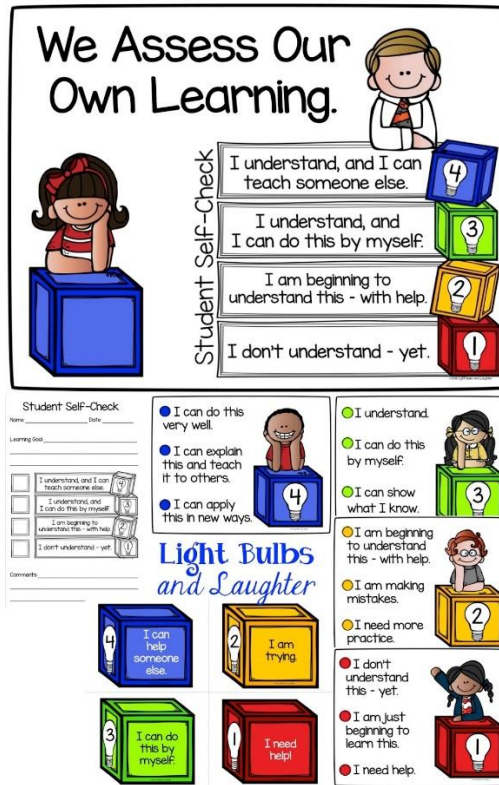
Monitoring and Evaluation

Marking and feedback will be monitored regularly by subject leaders, members of the senior leadership team, the Head teacher and governors. It will be monitored for whole school consistently and evaluated for impact on pupils' outcomes.

This policy should be read in conjunction with other school curriculum policies.

Appendix 1

- 1) When marking in detail the following should be used:
 - + To indicate the positive element of work
 - Ⓣ To indicate next steps of learning
- 2) Pupils will use the colour codes shown when self-assessing:



- 3) For areas or subjects, such as grammar and punctuation, staff may mark work by circling, underlining or correcting,

e.g. the boy didn't think abot his actions.

- 4) When levelling children's work, the following codes should be used:

BLW = working below key stage

WTS = for those children working towards the year group expectations

EXS = for those working at year group expectations

GDS = for those exceeding the year group expectations

For more precise progress, + and – can be used to level stronger and weaker pieces of work, e.g. EXS+ or WTS-

To identify progress in WTS or BLW, brackets (or P scales) should be used to state what year group they are working at, e.g. WTS (Y1.)