

Policy for Marking and Feedback

Introduction

At Market Harborough C of E Academy, we take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and effective feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the teaching and learning process.

Aims and objectives

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

We mark children's work and offer feedback in order to:

- ❖ show that we value the children's work, and encourage them to value it too
- ❖ boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement.
- ❖ give the children a clear general picture of how far they have come in their learning, and how they can improve their work.
- ❖ offer the children specific information about what they have done well and the extent to which they have met the lesson objective, and/or the individual targets set for them
- ❖ provide children with specific advice and guidance on how to improve their work
- ❖ promote self-assessment, whereby the children recognise their successes/difficulties, and are encouraged to accept guidance from others
- ❖ share high expectations
- ❖ gauge the children's understanding, and identify any misconceptions
- ❖ provide a basis both for summative and formative assessment
- ❖ provide the ongoing assessment that should inform future lesson-planning

Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- ❖ The process of marking and receiving feedback should be a positive one, with pride of place given to recognition of the efforts made by the child
- ❖ Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets. We encourage and give the children the opportunity to self-assess their own learning
- ❖ Comments will focus on only one or two key areas for improvement at any one time
- ❖ Marking and feedback is the dialogue that takes place between teacher and pupil
- ❖ For feedback to be effective, sufficient mutual trust must be established between teachers & pupil/s
- ❖ Feedback may be given by a Learning Support Assistant, or through peer review
- ❖ Feedback is provided in a variety ways e.g. one to one or in groups
- ❖ Feedback will help a child to identify their key priorities for improvement
- ❖ Teachers will note common misconceptions and use them to inform future planning

Implementing the marking and feedback policy

- ❖ The Learning Objective and success criteria will be shared with children during the lesson – verbally/visually
- ❖ A shorthand version of the Learning Objective will be used in books as the title of each piece of work – the expectation will be differentiated according to age and ability e.g. written by adult, shorthand, written in full
- ❖ The expectation is to provide every child with quality marking, which identify successes and requires a response, at least once a week in maths and in their writing. At all other times the work will be marked/initialled in acknowledgement
- ❖ Where there is a gap in work, for example when children have been on a residential or day trip, a note of this should be made in the children's books (by the teacher or child, as appropriate to the year group)

Quality marking in maths

- ❖ Work will be marked once a week with a balanced range of responses over time which require the child to carry out an activity e.g.
 - “top tip”
 - Corrections
 - Challenge or question
 - Additional practice
- ❖ Highlighting code “Green for Great” and Pink for Think” will be used to indicate what children have done well and areas for improvement – L.O achieved / WALT achieved can be used for a ‘Green’ comment, or L.O highlighted
- ❖ Children will have planned time to respond to the feedback
- ❖ Children's responses to be completed in a ‘purple polishing pen’ and acknowledged with teacher's initials

Quality Marking in Writing

- ❖ Work will be marked once a week with a balanced range of responses over time which require the child to carry out an activity e.g.
 - Re-writing section to make corrections e.g. for grammar, punctuation or word choice.
 - Editing existing text
 - Summarising
 - Question or reflection e.g. which sentence are you most proud of and why
 - GPS-focused activity
 - Extending text
 - All of the above **must** be matched to year group expectations and child's ability, e.g. *Y5/6 re-write a paragraph, Y3/4 a few sentences where applicable.*
- ❖ Highlighting code “Green for Great” and Pink for Think” will be used to indicate what children have done well and areas for improvement – L.O achieved / WALT achieved can be used for a ‘Green’ comment, or L.O highlighted
- ❖ Children will have planned time to respond to the feedback

Children's responses within text to be completed in 'purple polishing pen' and acknowledged with a teacher's initials. The work produced in response to marking should meet the same high expectations in terms of quality (content as well as presentation) as that produced during the lesson. Teachers will not accept poor quality, careless responses.

Other Considerations

- ❖ The school has explicit rules that apply to all pieces of work (e.g. the date and title, and/or the lesson objective at the top)
- ❖ Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority
- ❖ Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems
- ❖ Where pupils interact in the marking process, they will be engaged and receptive to making improvements
- ❖ When appropriate, children may mark their own, or another child's work, but the teacher must always review this marking

Marking Key	Meaning
Green	GREAT (What the child has done well)
Pink	THINK (Next steps)
Purple	Children's response
VF	Verbal Feedback
T	Teacher support given
S	Worked with Support Staff
I	Independent Work (KS1 & Foundation)
Sp	Spelling error - marked in the margin, so child can identify and correct

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed:

Date: