



Our vision is ***to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential***

Our values:

-  ***We're imaginative*** - we're creative thinkers and doers
-  ***We're curious*** - we encourage inquisitiveness and risk taking
-  ***We're proud*** - we take pride in our school and want everyone to succeed
-  ***We're courageous*** - we understand that we learn from our mistakes
-  ***We're original*** - we celebrate difference

Marking & Feedback Policy

Updated on:	
27/09/2017	Reviewed and renewed
10th June 2020	Reviewed and renewed

Date agreed by Headteacher/Governing Board/Committee 10th June 2020	Signature of Headteacher,Chair or Vice Chair
Date agreed for review Summer 2023	Frequency of Review Annual / Two year cycle / Three-year cycle
Responsibility for Review Achievement and Standards Committee /Headteacher	

1 Introduction

At Reay School, we will take a professional approach to the tasks of marking work and giving feedback. We have agreed a consistent approach to marking using symbols, moving on steps and using purple pen. Children will be given the opportunity to respond to teacher comments. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

*** During COVID19 marking will be in the form of verbal feedback**

2 Aims and objectives

2.1 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.
- Show children how to move their learning forward by tackling misconceptions

2.2 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;

- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others
- share expectations
- gauge the children's understanding, and identify any misconceptions
- provide a basis both for summative and formative assessment
- provide ongoing assessment to inform our future lesson-planning
- provide opportunity for children to respond to the marking and feedback

3 Principles of marking and feedback

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

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed
- Marking should always relate to the WALT and the child's own personal learning targets
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages
- Comments will focus on only one or two key areas for improvement at any one time
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the WALT and Steps to Success
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate
- The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established
- Feedback may also be given by a teaching assistant, or through peer review
- Group feedback is provided through plenaries too, and in group sessions

- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets
- Teachers will note errors that are made by many children and use them to inform future planning
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work)

4 Implementing the marking policy

4.1 The school has explicit rules that apply to all pieces of work- all work will be marked in purple pen

e.g. the date and title must be underlined, with the WALT at the top, high expectations of presentation

4.2 In addition to these general rules, there are specific rules for specific types of work, e.g. numeracy. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like

4.3 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised

4.4 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve

4.5 Written comments are more valuable than marks. We do not normally give marks on pieces of written work

4.6 Ticks are normal where work is correct, and crosses or a dot where errors have been made. Other symbols that we will use are:

Symbol	Meaning
	WALT met
 (steps)	Next steps
VF	Verbal feedback given
TA	Teacher assistant
T	Teacher
I	Independent
orange	Super work (WOW)
SA	Self assessment
	Team point
SP	Spelling

- 4.7 Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements
- 4.8 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact, pupils should be encouraged to set some of the questions.
- 4.9 When appropriate, children may mark their work or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- 4.10 Children should be encouraged to assess their work ahead of final marking, using Steps to Success or their own targets. This helps the children to self-reflect at each step of the learning process.
- 4.11 In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met
- 4.12 Children should be given opportunities to respond to the adult's marking. Pupils will respond to marking in green pen, 'green pen learning'
- 4.13 Occasional personal conferencing by the teacher or other adult offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points
- 4.14 Teachers will comment on spelling and grammar only in the following cases:
- if spellings and grammar were part of the lesson focus
 - if it is a spelling that all pupils should know
 - if it is something related to the child's target

5 Monitoring and review

This policy will be reviewed by the Headteacher and Achievement and Standards Committee every three years or sooner if necessary. Any changes and/or amendments will be reported to the full Governing Board.

Appendix 1

Differentiated Ways to Encourage Children to Revisit and Improve their Writing

Reminder Prompt:

How do you think the dog felt here?

Scaffolded Prompt:

Do you think he was annoyed? How do you think he would have shown this?
He was so annoyed he

Example Prompt:

Choose one of these or your own:

- He couldn't believe his eyes
- He ran round in circles looking for the rabbit, feeling very confused.

Appendix 2

<p>Positive Comments</p> <p>Examples of positive comments and how they could be extended include: Well done</p> <p>Excellent</p> <p>Super</p> <p>Marvellous</p> <p>Good</p> <p>Outstanding</p> <p>Thoughtful</p> <p>Wonderful</p> <p>Conscientious</p> <p>Fabulous</p> <p>Delightful</p> <p>Enjoyable</p> <p>Lovely</p> <p>Pleasing</p> <p>Careful</p> <p>Splendid</p> <p>Exceptional</p> <p>Beautiful</p>	<p>This work is exciting to read because ...</p> <p>This made me laugh / feel scared / shiver because...</p> <p>You have used _____ correctly.</p> <p>You have used _____ well.</p> <p>I like the way you have used _____.</p> <p>You have used paragraphs to organise your writing.</p> <p>You have set out _____ correctly.</p> <p>You listened well in class and remembered lots of detail.</p> <p>I like this work because ...</p> <p>You understand how to ...</p> <p>You show that you can...</p> <p>I'm proud of you for persevering with...</p> <p>Good points about this work:</p> <ul style="list-style-type: none"> • • <p>Things I like about your work:</p> <ul style="list-style-type: none"> • •
--	---

Comments to Extend Learning (including targets)

Why do you think _____?

Improvements:

-
-

Learn to spell:

-
-

Targets:

-
-

Remember: e.g. grammatical rule / homophones etc

What would happen if _____?

Can you think of another _____? (ending / word / reason)

Can you spot a pattern?

Pupil Self-Evaluation Prompts

Self-evaluation is rooted in good practice. To encourage children to evaluate their learning they may need prompts. For example:

I have learned to _____.

I found out that _____.

I have got better at _____ because I can now _____.

My _____ is improving because _____.

I enjoyed this work because _____.

My work is good because _____, but I could make it even better by _____.

I'm proud of this work because _____.

I get mixed up when I try to _____. I need help with this.

I found this hard because I don't know how to _____.

I needed to use _____ to help me.

I found this work hard. It would help me if _____.

Appendix 3

Comments Aimed at Ensuring High Standards (including targets)

I think you can work much harder than this.

Not enough work for an hour.

This is not your best. I know you can do much better. You will do much better.

I don't like this handwriting / presentation. Please write it again.

This work is too untidy for me to mark.

There are far too many careless mistakes.

You have forgotten the rule about _____.

Where are your paragraphs and speech marks?

I liked the first part of your work, but was very disappointed with the ending.

All comments should show politeness and respect.