

ST. HELEN'S C. OF E. (VA) PRIMARY SCHOOL

Feedback and Marking Policy**Purpose**

Feedback and marking should provide constructive feedback to every child, focusing on successes and areas for improvement relating to the learning intention. This feedback should enable children to evaluate their own learning, assisting in closing the gap between current and desired achievement.

Principles

Marking and feedback should:

- be positive, specific & developmental
- provide high quality, timely feedback for children in order to help them improve
- relate to the learning intentions as they have been shared with the children
- be consistent among all adults working in the classroom
- give children the opportunity to become aware of and reflect on their own learning
- give recognition and praise for achievement against the learning intentions or success criteria, or against characteristics of effective learning
- give clear strategies for improvement
- allow time for children to read, reflect on and respond to marking
- inform subsequent planning and target setting
- be consistent throughout the school
- be seen as a positive approach by children
- encourage children to self and peer mark where appropriate
- be manageable for teachers

Marking and feedback will take a variety of forms. The following codes will indicate how feedback has been given and/or how work was undertaken, as well as stating what support, scaffolding or success criteria were used, if any.

VF – verbal feedback

GG – guided group

I – independent

Written Strategies**Assessment FOR learning:**

- **Distance marking**

Emphasis should be on success against the learning intention, although there is an expectation that at least a minimum standard of presentation and SPaG should be achieved **appropriate to each child**. Comments should celebrate achievements (in pink) and assist the child in closing the gap between what they have achieved and what they could have achieved (in green). Successes against the learning criteria are highlighted in pink and areas for development in green. Ways forward should be indicated by an arrow. When work has been distance marked, time should be given for children to read, reflect upon and act upon one focused suggestion for improvement. Children use purple pen to respond to marking and to edit, improve and re-draft their work in order to improve it.

- **Self Marking**

Children should be encouraged to self-evaluate whenever possible. They should highlight what they perceive to be successes against the learning intentions/success criteria and should also identify areas for development. Children may also become 'marking detectives'. Following distance marking or verbal feedback, children are provided with a general comment about the number of successes/areas for improvement, in order that they can seek to identify them for themselves.

- **Peer Marking**

Using a shared success criteria, children make judgements about the work of others, within a safe and supportive environment that has been consistently modelled.

Assessment of learning

- Associated with closed tasks, this consists of ticks and dots and should whenever possible be carried out by the child, in groups or as a class.

Appendix 1 Symbols for marking writing

Signed _____ Date _____

Chair of Teaching & Learning Committee

Date approved:	02.05.2017
Approving committee:	Teaching & Learning
Date revised:	
Version:	3.1
Date for Review:	April 2019

Version History

Version	Date Issued	Brief Summary of Change	Owner's Name
0.1		Initial document for discussion	
1.0	18/11/2013	Policy agreed	
1.1	10/11/2015	Policy reviewed	ZB
2.1	04/02/2016	Policy updated (T & L committee requested that this policy is reviewed annually)	ZB
3.1	02/05/2017	Minor amendments	



Symbols for Marking Writing

abc

cursive/on the line



phonics

.,!?"' etc

punctuation



sequencing

Aa

capitals



missing word



conjunctions



have a go

Sp

spellings



paragraph



*switching tense
/ person*



"signposting"



finger spaces



tense inconsistent



*doesn't make
sense*



look again

S/V

*subject verb
disagreement*



*adjectives, powerful
verbs/ adverbs etc*