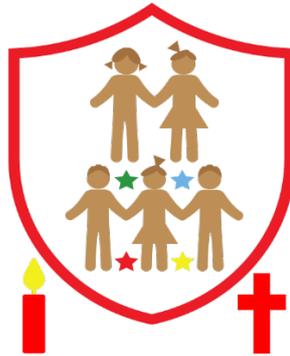


# St James' Church of England Junior School

Developing the love of life and learning in  
a caring Christian community



## POLICY ON MARKING AND FEEDBACK

(To be read in conjunction with our policy on Assessment)

**Reviewed by:** Simon Millington  
**Agreed by FGB:** 22<sup>nd</sup> June 2021  
**Review Cycle:** Every 3 years  
**Next Review due:** June 2024

## **1. Introduction**

- 1.1 Assessing pupils' learning and progress is a vital part of teachers' professional work. Crucially, it should celebrate pupils' learning, recognise their achievements against the shared learning intentions, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking work and giving feedback to pupils. The majority of feedback will be given as the child is working.
- 1.2 We take a professional approach to the tasks of marking work and giving feedback on it. Each teacher may apply some individual approaches to this task, and the type of feedback given will need to take into account the age of the pupils, but we have a system of consistent practice, for example in the use of marking work alongside the child.
- 1.3 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.
- 1.4 In this school, assessment criteria can be referred to as: success in relation to Key learning point (KLP), personal targets, toolkits; dependent upon the subject and pedagogy

## **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; the main objective of marking and feedback is to help children learn;
- offer the children specific information on the extent to which they have met the key learning point, and/or the individual targets set for them, and show them how they can improve their work in the future;
- promote self-assessment, whereby the children recognise their learning challenges, 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 for formative assessment (see Assessment Policy);
- provide the ongoing assessment that should inform our future lesson-planning.

## **3 Principles of marking and feedback**

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

- the process of marking and offering feedback should be useful to the child; marking should be constructive and formative;
- marking should relate to the key learning point, key school objectives and, where appropriate, 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 promote a growth mind set in comments made;
- whenever possible, marking and feedback should involve the child directly;
- feedback may also be given by a teaching assistant, or through peer review;
- group feedback is provided through lesson plenaries, and in group sessions;
- feedback will help a child to identify their key priorities for improvement and the progress they are making;
- teachers will note common errors that are made by a significant number of pupils 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).
- Longer, sustained pieces of work will be marked in depth (see appendices for English example).

#### **4. Implementing the marking policy and the marking process**

**4.1** **Before** a piece of work is undertaken, children should be clear what is going to be assessed when the work is marked.

**During** a piece of work, children should be reminded of key points in order to be successful.

**After** a piece of work, a comment should be written. Comments should be motivational and personal. Whilst single word comments, self marking or an acknowledgement have their place, time should be found weekly to:

- Write a brief comment that praises something within the piece of work, no matter how small. Areas of work where children have performed well should be commented on in PURPLE (purple praise).
- Make constructive criticism by targeting a specific area for improvement or offer guidance on how to achieve the next level. These areas should be commented on in PINK (pink for think)
- Before the next piece of work is undertaken, it is sometimes appropriate to revisit the feedback from the previous piece of work

4.2 Teachers make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, numeracy. These have been taught and may be on display. They make it clear what well-presented work looks like.

4.3 The extent of the teacher's response to a piece of work is determined by the teacher's professional judgement. 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 improvement, a constructive statement on how to improve should be given – this may be offered as verbal feedback.

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

4.6 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. They should be encouraged to self-assess and to respond to the teacher's written comments.

4.7 When appropriate, children may review and mark their own or another child's work, but this should be with the learning intention and success criteria for the work clearly in mind, and involve peer discussion.

4.8 Children should be encouraged to assess their work ahead of final marking.

- 4.9 Live marking is encouraged in all lessons, particularly in Maths and Guided reading. In Maths, children will mark the 'Do it' part of the lesson with the teacher to ensure they are ready to move on to the 'Stretch it' part and the 'Deeper Understanding' questions. During Guided Reading lessons, children will discuss and mark with the teacher and their peers and then time is given within the lessons to edit their work.

## **5. Inclusion**

- 5.1 A child on the SEN register may require more verbal feedback and there may be less written feedback in their book. Time will be given throughout the lesson for regular verbal feedback and support.
- 5.2 Teachers will mark the work of disadvantaged children first and support green time and editing: time will be planned to discuss next steps with them.
- 5.3 For a child with EAL, verbal feedback will be given as well as a short comment. Time will be given to discuss next steps with them.

## **6 Monitoring and review**

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

### **Guidelines**

1. All comments on work will be specific and focused on lesson objective(s)
2. Comments should be positive and constructive to encourage pupils to improve.
3. Marking should be accurate, kept up to date and in pink or purple ink.
4. Pupils will be involved in the marking process, either through discussion with the teacher or through feedback following the marking process.
5. Marking will be appropriate to the ability of the pupil.
6. Spelling errors will be addressed where it is appropriate and this maybe individual to the pupil.
7. Selective self-marking by children is acceptable, providing the accuracy of marking is checked and written acknowledgement is made by the teacher afterwards.
8. Time should be allowed for pupils to reflect on teacher's written comment
9. Basic punctuation will be addressed in all written work and across the curriculum. Children will be encouraged to self-correct.

- We should remember that oral feedback is as valuable as written feedback and we should shape our pedagogy with that in mind – closing the gap between the two. The gap should also be closed between the teacher giving feedback, both orally and in the written form, and students self-assessing their own writing and peers giving effective feedback;*
- We should remember that peer and self-assessment done well takes careful training and scaffolding, but we must not ignore decades of research about the impact of AFL, taking the retrograde step of relying solely on written teacher feedback;*
- We should undertake written feedback that is selective, targeted and uses precise language;*
- We should dedicate more than adequate time for students to act upon feedback;*
- We should devote time to engage in dialogue with students to ensure they understand what they need to do to improve*

Appendix A

STRATEGY	PURPOSE	CLASSROOM PRACTICE
Share the learning intention	To inform children of the purpose and focus of their learning	<ul style="list-style-type: none"> <li>• Displayed in classroom, in 'child speak'</li> <li>• Verbally shared at beginning of lesson</li> </ul>
Create success criteria	<p>Children know what to do to complete the activity and achieve the learning intention.</p> <p>Children know the criteria used to mark and evaluate work.</p>	<ul style="list-style-type: none"> <li>• Ask children what is required</li> <li>• Agree success criteria with the children</li> <li>• Display success criteria</li> </ul>
Mark against success criteria	<p>To enable teachers to accurately match their marking to what has been learnt by the children.</p> <p>Children are clear about what they have learnt and how they can develop further in this area.</p>	<ul style="list-style-type: none"> <li>• Highlight areas of success in purple</li> <li>• Highlight areas for improvement in pink</li> </ul>
<p>'Closing the gap'- prompts</p> <p>1. Reminder prompt</p> <p>2. Scaffolding prompt</p> <p>3. Example prompt</p>	<p>To provide opportunities for learners to improve on their work</p> <p>To remind children of what needs to be improved</p> <p>To provide structured support which is very specific about what area the child needs to improve</p> <p>To provide a prompt which gives the child a choice of actual words or phrases</p>	<ul style="list-style-type: none"> <li>• Identify how work could be improved</li> <li>• Written comment in the form a prompt</li> <li>• Written comment e.g. <i>describe the setting, remember to include thoughts and feelings</i></li> <li>• Written comment in the form of a question, directive or unfinished sentence e.g. <i>can you describe something that happened to ... Or He was a good friend when he ...</i></li> <li>• Written or verbal suggestions from which the child can choose, e.g. <i>My heart was racing when...</i></li> </ul>

## Appendix B

### English – Unit of work marking process

#### ' Feedback and Assessment.' For a unit of work.

	Learn as you Go.	Show what you know. HOT Write.
<p>Oral feedback should be given in lessons whilst the learners are engaged in the learning process. 'Live marking.' Marking will be used to encourage and celebrate pupils' achievement and for forward planning, to ensure that T4W lessons build curriculum understanding over time.</p>		
<p>-Teacher will acknowledge every piece of work.                      -Minimum requirement is a V                      -AFL- all teachers will plan the unit of work based on the needs of their class, as well as age related expectation.</p>	<p><b>Oral feedback</b> during the innovation phase might comprise:</p> <ul style="list-style-type: none"> <li>- Whole class feedback during shared writing, editing and polishing;</li> <li>- Peer feedback;</li> <li>- 1:1 live marking from the teacher or TA during independent writing.</li> </ul> <p><b>Written feedback</b> will be given during this phase- the teacher will choose a part(s) of the innovation to 'deep mark.'</p> <p>-Feedback will highlight success in respect to pupil demonstrating their use of their toolkit.                      -Teacher will have adapted their next lesson if re-teaching, editing, consolidation or challenge activities need to be undertaken.                      -Whole class general feedback may also be used by the teacher to facilitate learning to move forward- this may be placed in books.</p>	<ul style="list-style-type: none"> <li>- Teacher will read each piece.</li> <li>- Teacher will write a brief commenting celebrating each pupil's invention.</li> <li>- Year 6 will mark against STAS criteria.</li> <li>- Years 3-6 will use the Hot writes to inform writing judgements, with reference to objectives on INSIGHTS, in readiness for whole school data Drops.</li> </ul> <p><i>HOT writes to be generally written in Children's' assessment books, unless the purpose lends to a topic unit of work.</i></p>