

Marking & Feedback Policy

Department Owner	Operations (National)
Section Owner	Education
Approver	E-ACT Education & Personnel Committee
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Template Marking & Feedback Policy

1. Aims of feedback and marking

1.1 Feedback and marking is an integral part of assessment. We aim to provide a system that is consistent and continuous across each stage within our school. Feedback and marking will inform planning, be diagnostic and enhance children's learning by offering guidance on how work can be improved. Quality feedback and marking allows for self-assessment where the child can recognise their difficulties and mistakes/areas of development and encourage them to accept help/guidance from others. Furthermore, to reinforce learning through reflection. We do this positively to enhance self-esteem and confidence. Children will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against personal targets, **learning intention and assessment objectives.**

2. Purpose of feedback and marking

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive and focussed feedback
- To show pupils that we value their work
- To allow pupils to reflect and improve on their past performances and to set new targets/next steps together with the teacher

3. Principles of feedback and marking

At **Burnham Park Academy** marking should **(all examples only, please amend as appropriate):**

- Be related to specific T4S/learning intentions which the pupil will know in advance
- Be constructive e.g. *Next time I expect to see / In order to improve / It would be lovely if*
- Use modelling by identifying examples of where T4S/learning intention has been met by using a 'tickled pink' highlighter and/or 2 stars and a wish stamper
- Identify next steps by using 'green for growth' highlighter and/or 2 stars and a wish stamper
- Use 'remember' to statements for children to address in their next piece of work
- Use questions as prompts for children to answer as a way to extend learning
- Be related to needs, attainment and ability
- Follow consistent practice throughout the school
- Ensure that pupils know how well they are doing and what they need to improve to make further progress
- Provide pupils with opportunities to assess their own work and that of others
- Be marked as quickly as possible i.e. same day or next day
- Homework should be marked with a short comment and stickers/Vivos for good efforts

- The colour of the pen should be blue or black, but care should always be taken to preserve the integrity of pupil's work. For example, work should be marked at the drafting stage and not on the final copy when appropriate.
- TP/G4G
- 2 stars and a wish

4. Rewards

4.1 These will be in accordance with our behaviour policy and will be in the form of **post cards home or positive phone calls**

5. Professional Judgement

5.1 Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback and marking. Teachers must use their professional judgement when deciding how many corrections to mark.

5.2 Teachers may plan to mark groups of work, so that they can focus on developing particular skills with targeted groups.

5.3 Feedback and marking is for the direct benefit and improvement of the children's work. It is therefore undertaken by the teachers to inform the child of the progress they are making and the targets they need to work towards.

5.4 At KS2, children should be given the opportunity to respond to marking at least twice a week. At KS1 this could be done in conjunction with an adult.

6. Marking code

6.1 Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we believe that a common framework is helpful and have provided this in appendix A.

6.2 The following agreed code will be displayed in every KS2 classroom so that all children are aware of the meanings of the various markings.

6.3 KS1 teachers will use the code as an aide memoir as appropriate to the ability of the child.

6.4 Comments should be written whenever possible, giving targets for future work.

6.5 We will ensure that time is allocated within the teaching day for pupils to respond to their written /oral comments by the class teacher in order that they can act upon development points.

7. Presentation

7.1 We have high standards in presenting all work in school – display and the teacher's writing (see separate Handwriting Policy).

7.2 We expect the children to:

- Always do their best
- Follow instructions
- Start on the dot on the page (KS1 and SEND)
- Year 1 onwards to date work: English – date to be written in full and all other subjects date to be numerical 00/00/00
- Form letters correctly applying our handwriting scheme, building to joined style
- Position themselves correctly on chairs e.g. left hander
- Repeat unsatisfactory work in child's own time
- Lay out work as explained by the adult
- Name loose sheets of paper
- Use sharp pencils, appropriate pens
- Do all maths work in pencil and write in squares
- Do all diagrams in pencil

7.3 **What we will accept:**

Always

- The children's best work
- To correct written work neatly by placing a ruled line through the mistakes
- Use of green polishing pen to edit and improve work

Sometimes

- Ask the children to copy out work for display
- Low quality work if the child's work is not up to standard for health / social reasons
- Low quality presentation if content is more important

Never

- Scribble
- Defacing / cutting of books
- Crossing out by scribbling
- Altering one letter by over – writing
- Doodling
- Filling in letters
- Giant full stops
- Felt tip pens used for writing
- Writing on top of writing
- Going over letters
- Writing on others' work (unless peer marking)

Dedicated Improvement Time (DIT)

Teachers should mark using **RED PEN**. They should also use the 'Academy Stamp'. This tells the students what they have done well and what they should do to improve. It also gives them a 'Do Now' task.

In order for the marking to be formative, the information must be used and acted on by the students. We call this **Dedicated Improvement Time (DIT)**

When work has been 'quality deep marked', dedicated time should be given during the following lesson for students to read and then make one focused improvement based on the improvement suggestion or prompt. This should be done in **GREEN PEN**

Monitoring

Heads of Department and Faculty are expected to sample the quality and quantity of marking of work in their subject area. Work samples form part of the evidence used for School and Faculty Self-evaluation. The views of students about marking and feedback will also be sought as part of a Faculty Review. *Staff should consult the '**Book Look – Success Criteria**' document which is attached. Staff will also be expected to provide marked work as part of the 'Whole Academy Booklook' which takes place at least once every half term. Specific student work will be requested and staff will have the opportunity to showcase their best practice.

Frequency

There is a minimum expectation that:

- Student work is **quality** deep marked **every week** for **core subjects**
- Students work is **quality** deep marked **every two weeks** for **none core subjects**
- Teachers should address any common spelling and grammar errors and presentation violations in all work throughout each students book
- Every page of every book should be acknowledged by the teacher.

Appendix A: Marking Code

Sp Spelling

T Incorrect tense

^ Omission

// Start new paragraph

HLTA Higher Level Teaching Assistant marked

TA Teaching Assistant marked

O Punctuation error (circle mistake)

√ Correct

? This doesn't make sense

_____ To correct written work neatly by placing a ruled line through the mistakes

DT Discussed with teacher

WS With support

LIA Learning intention achieved

↑ Learning intention over achieved

Green highlighter Can you improve this section

Pink highlighter T4S/Target met/Excellent example

