



Alexander Hosea Primary School

'Roots to grow, wings to fly'

Marking and Feedback Policy – March 2022

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Heidi Brooks	Date reviewed	March 2022
Position	Teaching and Learning Leader	Date ratified	May 2022
Document status	Reviewed	Next review date	Spring 2025
EIA approved by	Teaching and Learning	Reviewing committee	Teaching and Learning

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

Rationale

Effective feedback and marking, which is developmentally appropriate, has a high impact on learning outcomes, especially when directed at the task and process levels.

Positive marking and feedback will be support our core ASPIRE values encouraging: **A**daptability; **S**elf-belief; **P**erseverance; **I**nclusion; **R**espect and **E**nquiry.

Definition

Feedback is the effective communication between learners, and with the adults who support them at school, which is supportive and specific to enable progress to be made. Marking is an important aspect of this.

Aims / Purposes

- To recognise, encourage and reward children's effort and achievement, and celebrate success.
- To develop reflective learners who are engaged in their own and others' learning.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and areas for improvement.
- To ensure that the adults who teach children have an accurate understanding of learners' performance, which then directs or re-focuses actions towards achieving the objective / target.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating 'next steps' in learning.
- To indicate how a piece of learning can be corrected or improved against learning objectives, personal targets or success criteria.
- To improve learning by helping children develop an awareness of the standards they need to reach in order to progress and achieve at least expected outcomes.
- To identify children who need additional challenge or support and to identify the nature of the challenge and support required.
- To provide evidence of assessments made.
- To aid planning and target setting (the 'why').

Principles

Marking and feedback will:-

- Be accessible to children, responding to individual learning needs.
- Build self-belief.
- Give recognition and appropriate praise for achievement.

- Link to children’s individual targets, learning objective or ‘next steps’.
- Be specific – i.e. compare what aspects of learning pupils are able to demonstrate now that was not evident before.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect upon and respond to marking.
- Be manageable for teachers.
- Involve all adults working with children.
- Inform future planning and individual target setting.
- Be consistent throughout the school.

Guidelines

All work must be marked or feedback provided.

Marking

Marking will:

- Be in blue pen so it is easily identifiable and must be initialled where an additional adult (other than the class teacher) has marked the learning– (supply teachers to write ‘supply’).
- Be responded to by children in purple pen
- Identify quality learning by highlighting this in blue (for brilliant).
- Identify the most important or consistent errors by highlighting these in pink (for think).
- Refer to the learning objective which is clearly stated at the top of the page.
- Relate to pupil targets.
- Be developmentally appropriate.
- Include opportunities (as relevant) for children to reflect on challenge zone (purple learners)
- Identify next steps, which help the children know what they need to do next and inform teacher’s planning.
- Involve peer/paired marking as appropriate.
- Provide opportunities for pupils to mark their own learning for closed tasks (as appropriate) using marking stations.
- Use codes - displayed in the classrooms (see below):

Which codes are used in my books?

V	<ul style="list-style-type: none"> • Verbal feedback • An adult has talked with me about my learning
S	<ul style="list-style-type: none"> • Support from an adult • S1 - I had a bit of help; S2 - I had some help with my learning; S3 - I had a lot of help with my learning.
NS	<ul style="list-style-type: none"> • Next Step (pink for think) • This tells me what to think about or do next to move my learning on.
PO	<ul style="list-style-type: none"> • Progress observed (brilliant blue) • I have been able to show that I am getting better in my learning by doing new something today.
RS	<ul style="list-style-type: none"> • Review Stop • Where I have shown better learning after an example from the adult or my classmate.
SP	<ul style="list-style-type: none"> • Spelling • I need to go back to a spelling to correct it.

Feedback

Feedback will be:

- Positive and constructive, so that children know how to improve.
- Verbal or written.
- Age appropriate.
- Specific to move learning on.
- An important part of an on-going learning dialogue between teachers, TAs and pupils. Pupils will be given time to respond to the feedback in a timely manner.
- Relate to success criteria / learning outcomes.
- House points may be used as an incentive to promote learning and effort.

Strategies

The marking of 'closed' tasks or exercises will usually consist of a tick or dot. Children will also be encouraged to self or peer mark by identifying successes and areas for improvement against given criteria/WAGOLL They will be trained to do this and clear ground rules are established for peer critique.

Quality marking

Marking must always make a difference the children's learning and promote next steps and progress.

Comments are designed to help the children 'close the gap' between what they have achieved and what they could have achieved. Examples of 'closing the gap' comments include:

- A **reminder** prompt – e.g. *What else could you say here?*
- A **scaffolded** prompt – e.g. *What was the dog's tail doing?, The dog was angry so he....., Describe the expression on the dog's face.*
- An **example** prompt – e.g. *Choose one of these or your own: He ran round in circles looking for the rabbit / The dog couldn't believe his eyes.*

It is sometimes appropriate to not include any next steps (areas for improvement) in marking in order to maintain motivation and establish children's sense of pride in their achievements. Where 'next steps' have been identified, these must be referred to in future marking so progress and the learning sequence can be easily recognised.

Basic standards should be expected in every piece of work as appropriate to the year group and the ability of the child (e.g. writing in KS2 without capital letters and full stops at the start and end of sentences should not be accepted as complete).

Marking of Project Based Homework

Project based homework is evaluated by staff and children and appropriate feedback provided.

Conclusion

This policy will be used consistently to support teaching and learning, giving pupils and staff shared ownership of the learning through a learning dialogue.