

## **POLICY ON MARKING AND FEEDBACK**

### **1. Introduction**

1.1 At Salway Ash School, we believe marking of work and giving feedback to be very important tasks. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback, including verbal feedback, as an essential part of the assessment process. However, there will naturally be some differences in the marking used by individual teachers and the age of the children will have to be taken into account.

### **2. Aims and Objectives**

2.1 We mark children's work and offer feedback in order to:

- provide the ongoing assessment which informs future lesson planning.
- provide a basis both for summative and formative assessment;
- gauge the children's understanding and identify any misconceptions;
- share expectations;
- show that we value the children's work and encourage them to value it too;
- boost the pupils' self esteem and raise aspirations, through the use of praise and encouragement;
- give the children a clear picture of their achievements and offer the children specific information on the extent to which they have met the lesson objective, and/or the targets set for them;
- promote self assessment, whereby the children recognise their difficulties and are encouraged to accept guidance from others;

### **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 a positive one, with 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 lesson objective and, increasingly, 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 sharing the learning objectives and the key expectations for the task right from the outset;
- 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;
- feedback may also be given by a teaching assistant, or through peer review;
- marking will always be carried out promptly and will normally be completed before the next lesson in that subject.

#### **4. Implementing the Marking Policy**

4.1 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.

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

4.3 Ticks are normal where work is correct and crosses or a dot where errors have been made. Other symbols may be used once their meaning has been explained eg. **Sp** for a spelling mistake, or **C** for a correction.

4.4 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.

4.5 When appropriate, children may mark their own, 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.

4.6 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.

4.7 1:1 and group discussions will offer valuable opportunities to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

#### **5. Monitoring and Review**

5.1 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.

**Review date: July 2018**