

St Mary's Catholic Primary



Marking and Feedback Policy

Aim

The aim of this policy is to help develop consistency and coherence across both key stages in the area of marking and feedback.

To enhance pupil motivation, increase self esteem and promote learning.

Enhance and inform our planning by regular target setting.

Provide a clear picture of the child's progress.

To provide well planned, regular and sensitive monitoring of pupil's progress, with home contact at the appropriate times.

However the most fundamental reason for marking and feedback is:

...that children are aware of how well they've done, what they need to do to improve and be given opportunities to do so.

Some General Principles

1. Marking and feedback is not to be confused with assessment. Assessment may come about because a piece of work has been marked.
2. Marking needs to be consistent and purposeful.
3. Marking needs to be done and returned to the child as soon as possible to achieve maximum feedback.
4. Marking and feedback should be done sensitively with regards for the child's development and ability.
5. Marking and feedback is most effective if it is specific and can include relevant and diagnostic comments. Verbal for younger children, written or verbal for older children.
6. Marking work in the pupil's presence (although not always possible) is the most effective approach.
7. Marking which involves the children's own assessment is valuable.
8. Marking and feedback should as far as possible be encouraging and positive.
9. Children should be aware of the criteria by which their work is to be assessed.
10. Children need to be aware of how well they are doing.
11. Marking should provide evidence for assessment and be a guide to future learning requirements.
12. Good marking will be useful and relevant to both teacher and child.

Our aim is to improve the standard and quality of our children's work and provide a useful key to future learning requirements.

For the child effective marking and feedback will:

- ✓ Inform the child of his/her progress
- ✓ Motivate the child and increase self-esteem and confidence
- ✓ Reinforce learning and correct mistakes
- ✓ Show children they have completed work correctly matched against intention/challenge
- ✓ Give the child a chance to edit their work to bring about improvement

For the parents effective marking will:

- ✓ Inform of the child's progress
- ✓ Inform of the child's strengths and areas of development
- ✓

Our marking and feedback policy, whilst providing us with a consistent framework, is still flexible as it is difficult to prescribe for every occasion.

It is clear that specific subjects may require a different method of marking; however, certain aspects will remain the same.

Verbal or written comments will be made where appropriate. Teacher's comments will be used to inform pupils about how well they have performed a task and what they need to do to improve their work.

Agreed marking strategy

- Consistent use of colours for marking; pink for positives, green for development, purple for polishing.
- Give pupils time to act on development issues at the next available lesson.
- Ensure the response from the pupil is evident.
- Marking terminology should be subject specific, refer to success criteria and be at the appropriate level.
- Minimal comments can be placed in the margins but must be on lines.
- Longer comments, including "2 stars and a wish" if used, should be on clear lines using the school script.
- Verbal feedback should be signalled by either a stamp or the letters VF in green.
- If work needs to be scribed, this should be done in blue ink.

Frequency

All work needs to be marked as soon as possible after completion in order for pupils to receive prompt feedback and be able to respond quickly in order to move forward in their learning. Alternatively, verbal feedback will be responded to immediately. **Above all, it is important that children are aware of how well they have done, what they need to do to improve and be given opportunities to do so.**

Planning and Assessment

The children need to be aware of what is expected of them. Depth of marking will be considered when work is planned. The outcome is a guide to assessment, a useful form of feedback and a guide to future planning. Whenever possible the child will be involved in the process to help them to set aims and future targets. It will help the child to know what is expected of them next time, and how they can improve.

Conclusion

This policy is designed to develop consistency, progression and balance in the marking and feedback strategies throughout our school. We must always allow flexibility for the individual nature of the children we teach.

We as staff will attempt to carry out this policy to the best of our ability. We will always try to consider the most important factor, which is the personal development of the children we teach.

Policy updated in May 2019, in consultation with the teaching staff. It will be reviewed in 2022.

Approved by the Governors: _____