



FEEDBACK AND MARKING POLICY

2016-2018

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Please refer to the school's Safeguarding Children Policy for more information.

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Agreed by Governors: November 2016

Review Date: Autumn 2018

Aims: At Rodmarton Primary School, Feedback and Monitoring should;

- Show children's work is valued by teachers.
- Provide guidance for pupils and teachers on how to reflect upon their learning and identify areas for improvement.
- Promote personalised learning.
- Ensure consistency of marking across EYFS, KS1 and KS2 as a means of celebrating children's achievements as well as giving them steps for the future. It should be used to improve the learning of the child.

Objectives:

- Assessment for Learning should underpin marking; children need to be involved too.
- Marking must be manageable and meaningful. It should be used as a tool to motivate.
- It will be used as an assessment tool to inform future learning steps for the child and planning for groups of learners, as a means of identifying targets and levels and as a tool to demonstrate high expectations.

Requirements of marking:

- Responses should focus on positive aspects of work, acknowledging what has been achieved.
- Comments must be made in order to guide the child's next learning steps.
- It must be in child-speak so that the child engages with it.
- Children must be involved in all aspects of marking: engaging with verbal feedback or written comments from the teacher, as well as self-evaluation of their own learning objectives.
- Marking should take place daily so that the children can build on units of work and make reference to them.
- Assessment opportunities must be taken into account whenever possible.
- Marking should take place against the learning objective but also can be used to support the development and high expectation of presentation.
- Account should be taken of the child's ability and attainment level.

Procedures for Key Stage 1

Progression in the complexity of the marking should change as the children move through Early Years Foundation Stage and Key Stage 1.

Teachers will:

- Give verbal feedback (recorded as VF) should be given as much and as immediately as possible as this has the most impact.
- Use green pen to mark.
- Mark against the learning objective. However, there may be a need to make a positive or constructive comment about the presentation of a child's work in relation to the audience who will read it.

- Use a next steps stamp or staircase will be used at the end of a piece of work where the child is subsequently expected to respond – the children will then have time to respond to the next step before or as part of the next lesson.
- Stickers and stamps may also be used to help children understand what they have achieved against the success criteria or what they need to do in order to progress.

Pupils:

- In line with the assessment procedures in school, the children in Y1 and Y2 will have opportunities to respond to marking against success criteria.

Procedures for Key Stage 2 (see appendix 2)

Teachers will:

- Use verbal feedback should be given as much as possible as this has more of an impact.
- Use green pen to mark.
- Marking should be against the learning objective and success criteria. However, there may be a need to make a positive or constructive comment about the presentation of a child's work in relation to the audience who will read it.
- A next steps stamp or staircase will be used at the end of a recorded piece of work where the child is subsequently expected to respond to their next steps before or as part of the next lesson.

Pupils Evaluation

Pupils need to be given ownership of their work in order to identify their mistakes. It is important to use marking against the learning objective and success criteria for that lesson.

In some pieces of recorded work children will be expected to:

- Highlight their work in relation to the success criteria e.g. outcome success criteria, which identifies features of a given learning journey or process success criteria.
- Self-evaluation - looking at own work, responses to marking, teacher, peer or self.

Feedback and Response Time

After pieces of recorded work where children are expected to respond, comments will be made a next steps stamp or staircase will be placed at the end of a piece of work.

- Marking may include a challenge.
- If there is a gap in learning, a comment is added to ask the child to analyse the misconception and there may be an example to illustrate or a question to challenge.
- All next steps or challenges should only take 5-10 minutes; it may also form part of the main lesson itself.
- It is important that this feedback and response time is purposeful. With this in mind all classes need to be 'trained' into this approach to ensure lessons run smoothly.

Gap marking

There should be a balance of positive comments V challenges set V gap marking – all of which show marking for progress e.g.

- ← 45
- 29 Look at subtracting units again, can you subtract 9 from 5? Follow the steps for subtracting using decomposition... Look at the example to help...
 - 24

Children should be regularly self and peer assessing learning against success criteria using coloured pens/pencils to support gap marking.

The school's marking policy should be followed consistently in order to maintain high expectations for learners and for them to fully participate in their learning journey.

The implementation of this policy is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the Headteacher and the Governing Body.