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# MARKING AND FEEDBACK POLICY

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2016

## **MARKING AND FEEDBACK POLICY**

### **Introduction**

Marking of children's work is a fundamental part of the process of teaching and learning in school and is one of the most crucial forms of assessment for learning. It is when we can make strategic decisions about the next steps children need to make. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner.

It is important that our marking policy throughout the school is consistent and meaningful giving indications about:

- a) places or features where the child has succeeded against the shared criteria
- b) identify where the child has been less successful or where additional challenge can be posed

### **Aims and purposes**

- Marking indicates teacher satisfaction and expectations (positive reinforcement).
- Marking indicates strengths and areas for development and how the child can improve performance.
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction.
- Marking demonstrates the value and respect given due to children's efforts.
- Marking provides an indication to parents about their child's progress.

### **Implementation**

#### *Pen Work*

A really simple way to heighten the importance and impact of self and peer evaluation is to have a consistent system across school. Children will quickly understand the purpose of using a pen is to be evaluative. They can use this to:

- Self-mark
- Identify areas where they see themselves as being successful
- Identify an improvement point
- Carry out improvements based on feedback
- Give feedback to a peer
- Pose questions for a peer to respond to

Acknowledgement marking by the teacher will apply to every 1-3 pieces of work, whereas, every fourth piece of work will require quality teacher marking/feedback.

- Teachers to mark in green pen only.
- Highlighters used to indicate what the child did well (Green for Seen) and any corrections/errors (Pink for Think). Teachers to use their professional judgement as to the amount and type of errors indicated in any single piece of work, and dependent on the lesson objective/aim.
- Improvement prompts may focus on either an action, a question or a challenge (Pink for Think).

## St Joseph's Catholic Primary School

- Children will be allocated directed review time at least once per week which is part of timetabled provision
- Children to respond to teacher's comments using 'Purple Pen'
- Marking will be handed back quickly to encourage discussion of work and focus on targets
- Teachers to incorporate opportunities for children to peer assess at least once every half term (Year 2 upwards).

### Marking Codes

Agreed codes for marking as follows:

-  Green for Seen (good word/phrase is highlighted)
-  Pink for Think (word/phrase needs to be checked by the child)
-  Purple Pen of Power (child edits work using a purple pen/responds to teacher comments)

H handwriting                      Sp spelling                      P punctuation  
G grammar                              V vocabulary  
// new paragraph                      ↔ finger space

Teachers will also indicate the level of support required for each child during the lesson, these are:

VF – verbal feedback given to child  
WS – worked with support  
WS+ - worked with lots of support  
I – worked independently

The teacher's professional judgement is the key factor in all assessment. Therefore, marking will often be judgmental and selective in order to foster positive attitudes in our children. It is, therefore, important that teachers mark their own books to ascertain "where the children are" and so aid teacher assessment.

The marking of work should always be initialled by the person carrying out the marking whether that is the class teacher or teaching assistants (where no judgements are involved.)

We have a house point system throughout the school based on four houses (St. Matthew, St. Mark, St. Luke and St. John). Children are awarded house points by all members of staff. These are recorded and a "winning" house announced each week, each term and at the end of the academic year. House points can be awarded for work, actions, attitudes, etc. on a scale from 1 (everyday expectation) to 3 (exceptional).

## St Joseph's Catholic Primary School

The audience for children's work will be widened in order to demonstrate respect and the value we give it. For example, reading and sharing work in the class group, with other classes and in Praise Assembly; displaying work in all parts of the school (including the Wall of Pride), photographic recording, sharing work with other schools and the wider community. In these ways, marking will contribute to the raising of self-confidence and self-esteem.

### **Monitoring**

Marking will be monitored regularly through discussion, work and book scrutiny by the English Coordinator and SLT.

### **Addendum**

The quality teacher marking opportunity for children to respond could also include the 'Big Write' session (on a weekly basis).

Date agreed: Autumn term 2016

Signed (Principal): Mr A carry

Signed (Chair of Academy Committee): Mrs S Price