

Frittenden Church of England Primary School

Marking and Feedback for Improvement Policy



Learning for Life in the Light of God.

Policy Control	
Responsible Person:	Nichola Costello / Rachel Thomas
Responsible Governor Team:	Teaching and Learning
Approved by Governors:	September 2018
Date due for review:	September 2020

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

To engage every child in an exciting and meaningful educational experience.

Our School Values

Frittenden Church of England Primary School values

Compassion • Wisdom • Hope • Trust • Thankfulness • Forgiveness

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

Marking and Feedback for Improvement

1. Policy Statement

At Frittenden Church of England Primary School, our 'Marking and Feedback for Improvement' policy forms part of a whole school policy for Teaching and Learning. It links with our assessment policy and curriculum policy, and is in direct relation with the ethos we are trying to promote at our school.

I. Aims and Objectives

This 'Marking and Feedback for Improvement policy' aims to:

- Relate to learning objectives (referred to as Learning Target) as a main focus for teaching and marking. Sharing these with the pupils is essential.
- Give pupils opportunities to reflect on their learning, and be integral in the process to move their learning forward.
- Give clear strategies and focused comments for improvement.
- Give recognition and praise for pupils in their achievement of the learning objective.
- Allow time for pupils to read, reflect and respond to feedback, and to make the necessary improvements in their work based upon these.
- Involve pupils in this process across all subject and for all abilities.
- Assess learning to inform future planning.
- Support summative and formative assessment.
- Demonstrate a consistent approach across the school.
- Have a positive impact on pupils to help improve their learning.
- Involve pupils in peer review and self-assessment processes linked with the teachers overall responsibility for marking pupils books regularly.

II. Strategies used in our school

There is a clear focus when marking and giving feeding back. Teachers are assessing against the learning target and success criteria (as defined by the class teacher or an individual). Teachers will high light the LT using a traffic light system: pink for not achieved; orange for part achieved; and green for fully understood. Pupils will self-assess using the RAG rating in their book and tick the success criteria if they feel they have met it. They will also identify whether they have worked in pairs, independently, in a group or with support. Pupils' effort and achievement should be acknowledged and house points are given. Teachers will read through all the pupils' books, completing a one page feedback sheet, which is used to identify what went well and points for development. This is shared with the class and additionally informs future planning.

What should be happening?

- 1) Pupils should be given examples of the quality of work being produced by other members of the class. Teachers should be setting high standards for the work the pupils produce. Teachers will share exemplification materials with pupils identifying key features.
- 2) Scaffolding and modelling of processes
- 3) RAG rating and PIGS
- 4) Pupils place their books in the appropriately coloured tray in mathematics, this enables the teacher to look at the red books and address any issues or misconceptions that day.
- 5) Pupils are given the opportunity to respond to feedback at the commencement of the following lesson or sooner.
- 6) Pupils are given verbal and written feedback for their work. The written feedback will be shared a one page feedback to the whole class. The feedback will identify what has gone well, what needs further attention and any other common themes that need addressing such as spelling errors or poor presentation.

- 7) Work might be marked with the child: enabling the child to verbally explain their work and the teacher to explain what the next steps are. Where it is not, adequate time should be given to pupils to comment on their learning and make improvements.
- 8) Marking will not be in a specific colour.
- 9) Learning Targets are highlighted.
- 10) Pupils made amendments and improvements using a purple pen.

EYFS

To be more effective, pupils' work has to be assessed within the same session in the Foundation Stage. Pupils will receive continuous feedback throughout the session as appropriate, and time will be given for them to make improvements or complete a 'next step' to deepen their learning. Teachers are continually planning in the moment.

Detailed observations inform the next steps in learning and teaching. Teachers complete daily planning to ensure the next steps are carried out. When appropriate to the child's stage of development, the adult will follow the guidance below.

Key Stage 1 and 2 guidance:

Supply teachers will use the marking and feedback for improvement policy and will write 'supply' in the margin.

Where a learning point is given (related to the learning target), time should be available for pupils to analyse these, make the necessary additions to their work and respond to what the teacher has proposed.

Summative feedback/ marking:

This happens following a closed task where the answer is either right or wrong, for example, mental maths test or spelling test. Sometimes it might be appropriate for the pupils as a class or in a group to mark with a teacher or themselves.

Formative feedback/ marking:

Teachers will mark their classes work daily on a subject by subject basis, with learning targets highlighted green, orange or pink as to whether they have met the target (green symbolises that they have met, orange is that they are working towards this, pink they have not met it. There will be a focus on success and improvement rather than solely on the correction of secretarial aspects of the work.

Other Features of Marking

Each year group should have a set of non-negotiables which they expect to see in every piece of work undertaken. These should be presentational (short date in Maths, long date in Literacy etc) and based on the grammar and punctuation they expect in writing (capital letters to start a sentence, full stop to end it etc). These should be displayed for all pupils to see. Pupils are advised to read back through their work after every piece they complete, to make improvements and to avoid unnecessary errors.

III. Monitoring

Monitoring will be carried out periodically throughout the year. Monitoring will be carried out by the Headteacher, Subject Leaders and as a whole staff, it will include:

- Lessons observations
- Book scrutiny
- Learning walks
- Discussions with staff and pupil

Codes:

Code:	Meaning
TA	TA assisted
Supply	Delivered/ marked by supply
VF	Verbal Feedback
//	New paragraph
Sp	Spelling - write out x 3
^	Indicates a word missing
	Correct
	Answer is incorrect
  	Highlighted to indicate level of understanding
R A G  	Child self-assessment tool