

The Federation of the Church Schools of Shalfleet and Yarmouth

Achieving Together for a Brighter Future



MARKING AND FEEDBACK A STATEMENT OF POLICY

Approved by	CW & LG
Portfolio	Standards
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Review Cycle	1 Year
Policy Type	Non Statutory
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Signed _____ Date _____

Marking and Feedback Policy

Introduction

This policy aims to give all members of the Federation clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at The Federation of the Church Schools of Shalfleet and Yarmouth.

Rationale

The Federation of the Church Schools of Shalfleet and Yarmouth is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas of lack of understanding, identifying next steps and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process either verbally or in writing. Research shows that marking is an important factor in pupil learning, so this policy is crucial in raising pupil attainment. Evidence shows that pupils benefit from marking their own work so they identify for themselves what their strengths and weaknesses are.

At The Federation of the Church Schools of Shalfleet and Yarmouth, we aim to:

- Use marking and feedback to benefit pupils
- Provide consistency and continuity in marking throughout the schools so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment and to support teacher judgements
- Improve standards by encouraging children to give their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression, including the use of Verbal Feedback (V.F)
- Develop progress through learning from mistakes and acting upon this

Principles

Effective marking should:

- Be manageable for staff
 - Short marking to inform the planning for the next steps in learning
 - Deep response marking cycle
 - Verbal feedback recording (especially for the younger pupils)
- Be positive, motivating and constructive for pupils
- Be at the pupil's level of comprehension
- Be relevant to the Key Stage
- Be written in handwriting that is legible and a model of that expected by the pupil
- Allow specific time for the children to read/listen to, then reflect/respond to marking by initialling their work where appropriate
- Give children opportunities to become aware of and reflect on their learning needs (response marking)

In the majority of work, where appropriate we:

- Give recognition and praise for achievement/progress being specific about what the children have done well (usually verbally in the form of live marking – i.e. V.F)
- Give clear strategies for improvement (usually verbally in the form of live marking)
- Involve all children in the same marking process to ensure equity across subjects and abilities
- Relate to the learning objective with a colour stripe to indicate whether it has been achieved (green) or not yet (orange), success criteria and individual targets where appropriate
- Be consistently followed by staff across the schools in line with the policy

- Positively enhance pupil progress.

This will be achieved by:

- Marking must always be linked to the learning objective, task design, success criteria or targets
- All work must be marked in a manner which is appropriate to the task
- The majority of written feedback follows identification of positives and next steps method, with quality feedback comments
- All staff marking is completed in green pen
- All marking will model expected handwriting
- If verbal feedback is given this will be acknowledged with a 'VF' and further work will evidence progress from the conversation
- X will not be used in work, particularly in maths
- Where the lesson is taught by someone other than the class teacher marking will be initialled and dated
- Positive public feedback will be given for high achievement
- Work is marked regularly and before the next lesson unless there are exceptional circumstances. This will look different for each Key Stage
 - Foundation Stage – verbal feedback with the child
 - Key Stage One/Two– a mixture of verbal and written feedback. Pupils to begin to be involved in self and peer assessment method
- A Learning Objective will appear at the start of all work and highlighted green/green dot, if achieved or orange if not achieved. Achievement stamps may also be used.
- Children will be encouraged to not rub out their mistakes
- It is important that pupils are involved and interact with their marking. As a result by the time they are in Key Stage Two children will be accomplished in either:
 - Answering a question set by the teacher (this could be an extension dive deeper question rather than whole class)
 - Replying to the marking
 - Responding to the next step or challenge
 - Undertake corrections
 - Evidence of editing
 - The pupils undertaking response work to show progress from the next steps guidance. This will be prior to the next lesson unless in extenuating circumstances
- These skills will be developed across Key Stage One
- The schools will provide regular time for this interaction to be completed.

Spelling/Phonics – At the beginning of the year pupils' individual needs in spelling/phonics will be identified. There will be a program of specific teaching to areas of weakness on the way to ARE/GLD.

There will be a different expectation of marking and feedback in spelling. Although the marking and feedback may require the children to look up the word and correct it, activities/teaching need to be in place to embed the learning of the misspelt word. Pupils should be encouraged to choose the spelling cue which will most suit them.

Monitoring

Marking and Feedback will be monitored through the review of the FDP, by the Leadership Team and through the regular Curriculum Lead Monitoring by looking at the pupils' progress through their books.