

NEWBOTTLE AND CHARLTON CEVA PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

The purpose of marking and feedback is to improve pupils' learning through a continuous dialogue between pupils and staff. The key to giving good feedback is the use of shared success criteria.

AIMS

- ◆ To encourage pupils by commenting on positive aspects of their learning.
- ◆ To help pupils to identify improvements they can make to their learning.
- ◆ To target areas that pupils need to develop (next steps).
- ◆ To encourage pupils to be self evaluative and independent learners.

GUIDELINES

- ◆ Marking and verbal feedback should focus on the learning outcomes and success criteria connected to the subject being taught. Pupils will have been made aware of these before starting to work.
- ◆ Pupils should be encouraged to engage in self and peer evaluation using the agreed success criteria.
- ◆ Feedback and marking will indicate the next steps in the pupils' learning.
- ◆ We aim to acknowledge every piece of written work completed by pupils. Pupils should see that staff value and share their pride in finished work.
- ◆ It is not possible to mark every piece of work in depth. Staff work load has to be taken into account. Therefore the tick policy will work as follows: 1 tick means the objective has been attempted; 2 ticks means the objective\success criteria has been achieved; 3 ticks means not only have they been achieved but extra effort/work has been done to achieve. 3 ticks equates to a star on the Merit Chart

- ◆ Periodically each child's work will be marked in detail to help pupils' future learning. Pupils should be made aware beforehand the aspects of their work that will be assessed / evaluated. Feedback discussion should take place if possible.
- ◆ Marking should be completed alongside pupils whenever possible.
- ◆ Comments may also be used to encourage effort and raise self esteem. However an over reliance on this type of feedback does not enable pupils to know the next steps in their learning or how to improve their work.
- ◆ Sometimes a focus group will be selected for next step feedback to enable their similar learning needs to be addressed.
- ◆ Pupils should be given the opportunity to improve their work or reflect on the marking. Time may need to be allocated outside the lesson for this purpose.
- ◆ Marking and feedback to pupils will sometimes relate to their individual targets.
- ◆ Marking will be done sensitively showing respect for pupils' work.

EARLY YEARS

- ◆ In the early years pupils are encouraged to tell the teacher what they have written and staff will write a comment with the pupil whenever possible.
- ◆ Annotations are important for early years pupils to explain the context of completed work, identify significant steps and describe the discussion that has taken place.

GLOSSARY

- TD - Teacher Directed
- I – Independently completed (Early Years and KS 1 only)
- S – Supported by an adult
- D – Discussed between pupil and adult (therefore no written mark)
- PM – Peer Marked/Peer Assessed

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