

Ellel St John's Primary School
Marking and Feedback Policy
Updated Autumn 2022 / Reviewed Autumn 2023

Loving, living and learning in the light of Christ

We believe that each child is known, unique, special and made in the image of God. Our children will discover a love of learning for life through an inspiring curriculum full of opportunity. Our school family is a welcoming, friendly community that builds compassionate and resilient children ready to take their place in the world.

At Ellel St. John's C.E. Primary School we believe that feedback and marking should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to narrow the gap between current and potential performance. In this way we hope to enable every child to achieve their full potential as our school belief is that every child has the right to succeed.

Policy Principles

Marking and feedback should:

- Relate to learning intention and success criteria, which must be shared with children.
- Include and involve all adults working with children in the classroom.
- Enable children to become partners in the marking and feedback process.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Be seen by children as a positive means to improving and developing their learning.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and target setting.
- Have a consistent ethos throughout the school, with age appropriate strategies in place.
- Be underpinned by the confidence that every child can improve.
- Be accessible for parents and guardians.

Policy aims

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning steps. To ensure that marking and feedback are effective and empower the learner we aim, where appropriate, to:

- Establish opportunities for prompt and regular written or spoken dialogue with children to enhance their learning.
- Ensure that both teachers and children are clear about the learning intentions and the criteria for success before undertaking the task.
- Give children opportunities to comment on and evaluate their work before handing it in or discussing it with the teacher, either individually or with a talk partner.
- Provide constructive suggestions about the ways in which the children might improve their work.
- Agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- Give feedback relating to the learning intention / success criteria and not focused on secretarial issues.
- Recognise effort as well as quality, linking effort to specific skills or understanding.
- Use the information gained through marking together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback that they are given.

Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Ellel St. John's C.E. Primary we have decided to use a combination of the following strategies to enhance our teaching and to help children to strive to achieve highly.

Oral Feedback / Live Marking

Oral feedback is the most effective form of feedback. The language of the classroom has an enormous impact on children, and should create an ethos where speaking freely about learning is good. Oral feedback includes that from the teacher / teaching assistant and from peers. Oral feedback needs to be focused around the learning intention / success criteria or any additional issues that have been identified throughout the course of the lesson. Feedback can be given at an individual, group or whole class level.

Acknowledgement / Coded Marking

This is a cursory look at the work, and may include ticks or code, eg. VF. It implies that dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group, individual or whole-class setting.

Formative feedback / marking

This can be either oral or written, but should always be focused firstly upon the learning intention and secondly on other features. To be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher is looking for in the finished piece of work. At Ellel St. John's, we enhance this aspect through the use of success criteria grids where appropriate for the children to refer to and working walls, enabling the child to be able to work towards the success criteria with visible scaffolding, reminders and hints to help them. We endeavor to create learning environments that are language rich, relevant and stimulating.

At Ellel St. John's, we have adopted the 'Stars and Wishes' approach from Year 1 upwards. At present this system is used primarily in English, but is also used in other subjects where appropriate. The feedback is specifically linked to the success criteria or Learning Intention. It is our intention to identify areas in which children have achieved success, and one aspect which we would like children to develop their skills further. The positive feedback will be given first and will outweigh the developmental feedback. The positive feedback will be identified by pink pens/highlighting and 'stars'. The developmental feedback will be identified by green pens/highlighting and a 'w' (for 'wish'). When marking, all staff use pink and green pens. When children do self and peer assessment they also use pink and green pens. The children use purple polishing pens for editing and improving work independently and following oral and written feedback.

Distance Marking

Marking should be positive, clear and appropriate in its purpose – it needs to offer constructive feedback linked to the learning intention. The outcomes need to inform planning, teaching and learning. Children need to be able to read, understand and be given time to respond to comments and make relevant improvements. Coded marking may also be used during distance marking.

Summative marking

This snapshot judgment on the standard of a piece of work. This method is usually used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically. Information should be used to inform the whole school tracking process.

Marking secretarial features

Secretarial features may be marked but should not dominate the marking. The key focus of marking should relate to the learning intention / success criteria. Wherever possible, secretarial issues should be addressed during oral feedback or whole class / group teaching. It is the responsibility of the class teacher to ensure that that children in their class understand what the marking symbols used mean so that they can act on these.

Closed task marking

This is associated with tasks such as class spellings and tables tests which require a *tick, cross, etc.* Children may self-mark these activities or work may be marked as a class, or in groups.

Self - assessment and paired feedback

Assessment For Learning is the key method in the development of children's' learning. At Ellel St. John's C.E. Primary, we encourage the children to regularly reflect on the work that they have carried out, both on an individual basis and with a talk partner. Through this reflection, modification and improvement become a natural part of the process of learning. From Y1 onwards, children regularly use success criteria lists to self/peer assess the quality of written work against the learning intention.

Quality Marking

It is important to recognise that marking can take place on many different levels; completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be quality marked and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking should be on both success and improvement needs against the learning intention.

Organisation and Practice

At Ellel St. John's C.E. Primary we have agreed to:

- Ensure that children are always informed of the learning intention and success criteria, so that they are clear about expectations
- Use a variety of marking and feedback strategies to develop self-evaluation.
- Continuously model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide effective feedback to children about their work.
- Complete distance marking which is accessible to children and manageable for teachers.
- Ensure that marking is formative and the information is used and acted upon by the children.
- Ensure that English and maths are marked frequently, so that marking is relevant and formative.
- Ensure that feedback in all other subjects is given regularly and is consistent with the marking strategies outlined above.
- Ensure that oral feedback is an integral part of daily teaching.

Related documentation:

- Learning and Teaching Policy
- Assessment Policy
- Special Educational Needs Policy
- Able, Gifted and Talented Policy
- All subject policies
- Medium and short term planning

Parents and Guardians

It is important that parents and guardians are aware of how the marking system works. The marking and feedback policy will be outlined in the school brochure and it will also be linked to on the school website.

Monitoring

It is important that the marking policy is applied consistently throughout the school and in all subject areas. An overview of marking will be gained through work scrutiny and book sampling by the Head Teacher, Deputy Head Teacher, Subject Leaders and Assessment Coordinator. Pupil interviews are also carried out to check the children's understanding of the school's approach to marking and feedback.

The Feedback and Marking Policy is a working document which generates and informs good practice within our school and will be reviewed annually.

Reviewed Autumn 2022 / Autumn 2023

S Massey

English Co-ordinator



Ellel St John's Marking Code

VF	verbal feedback	an adult has spoken to me about my work
H	help	an adult has helped me with my work
I	independent	I have worked on my own
★	star	this is what is successful about my work
w	wish	this is what I need to work on

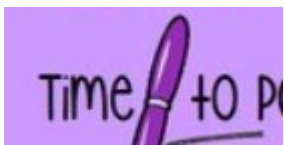
In our books we will see different coloured ink. This is what each of the colours mean.



Pink ink shows successful work.



Green ink shows something to improve on or a challenge.



Purple ink shows where I have revisited my work to improve it and make it the best it can be.