



Diocese of Norwich
Education and
Academies Trust

Cawston Church of England Primary Academy

Marking and Feedback Policy

Policy Type:	School Policy
Approved By:	Local Governing Body
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Person Responsible:	Headteacher

This Policy should be read with regard to our Equality Duties. Equality is based on the idea of fairness whilst recognising that everyone is different, and diversity is about the ways in which people differ and about recognising that differences are a natural part of society. Cawston C of E Primary Academy expects that all staff and volunteers who come into contact with children and young people treat them as individuals and make them feel respected and valued as an essential part of our commitment to safeguarding children.

This policy develops procedures and good practice within Cawston C of E Primary Academy, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people, including those who are vulnerable. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

Introduction

Feedback is an essential part of planning, assessment, teaching and learning. Feedback, whether verbal or written, gives clear guidance as to what are the next steps for the child and for teachers' planning.

We mark work to inform our future planning and to provide feedback to children and parents. We also build in opportunities for pupil self-assessment and peer assessment in order to improve their learning.

Our children need regular, consistent feedback on how they are doing. We strongly believe the most effective way of ensuring this is through constructive dialogue with the child that builds on what the child can do.

Marking children's work will often be dependent upon the learning objective of the lesson and take into account the child's needs and abilities. The strategies we use may also depend on the subject area of the curriculum that is being covered.

We offer marking and feedback to:

- encourage, support and promote positive responses to learning;
- identify the child's successes against the Learning Objective;
- highlight the child's next learning steps/target;
- recognise and encourage pupils' effort and progress
- help pupils reflect and articulate their own learning;
- focus on those areas of learning where groups or individual pupils need specific help
- provide a record of pupils' progress
- assess the child's level of understanding;
- help parents understand strengths and weaknesses in their child's work.

Guidance

1. Marking should be appropriate to the age of the child.
2. All work should be marked or given appropriate feedback and where possible work should be reviewed directly with the child with shared comments written down.
3. Feedback should be positive and constructive and when appropriate identify the next steps/targets for future learning.

4. Marking should contain *purposeful* feedback/comments and focus on success.
5. Marking should relate specifically to the Learning Objective of the activity, which should be clearly stated.
6. Children should be made aware of success criteria at the beginning of the learning activity.
7. Marking is done in green fine tip/ballpoint pens.
8. Teachers indicate where children need to respond to marking by using index tabs.
9. Opportunities should be provided for children to review their own work, either individually or with a partner. Teachers comment on child's response in red.
10. Comments, whether verbal or written, will begin with a statement identifying strengths. Dialogue should be purposeful and enable the child to know exactly what particular strengths have been identified. Dialogue such as "I have noticed ...", "I particularly like the way you ..., for example" and then indicate what the next steps or wish should be. Dialogue is not reliant simply on empty praises such as "well done".
11. Maths and other closed tasks should be marked with a tick; incorrect answers are indicated with a cross or a dot.
12. Feedback comments in maths marking must be mathematical.
13. **Self assessment** is actively encouraged to allow pupils to assess their own work. Smiley faces; written by the pupil will inform teaching staff of how the child has assessed themselves. We encourage children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect on their learning
14. **Peer assessment.** Children will have opportunities to mark one another's work based on success criteria. Teachers may give guidance, as follows:
 - Find one word in the work they can be proud of and underline it. Tell the learner next to you.
 - They have five minutes to identify two places where they think they have done well and show them to their partner.
 - They have five minutes to note one thing down they could do to improve this piece of work.

Who marks work?

- All teaching staff.
- All TAs who teach or lead sessions (work to be initialled).
- All supply teachers (write 'supply' and initial).
- Peer assessment (work to be initialled).

Stars and a wish philosophy

Stars: Show success

- ...Wow! That was a great paragraph, I like the way ...
- ...I really enjoyed reading your first sentence...
- ...Well done for remembering your finger spaces...
- ...You named these shapes really well.
- ...Wow, you are able to add up decimal numbers using the column method.
- ...Use Praise word of the week – eg awesome, fabulous...

Wish or 'Next Step': Indicate improvement

- ...next time try to change the way you start sentences.

- ...can you remember to start it with a capital letter?
- ...now try to keep your letters on the line.
- ...Could you have told me how many lines of symmetry they had?
- ...Did you put all of the numbers in the correct columns?

Give improvement suggestion

- Slowly, the children crept up the stairs.
- The elephant ate all the apples.
- Give the child a shape or a calculation to do and check.
- Now have a go and try this ...
- Try this one ...

Response to Marking

Child Response: Make improvement

Ensure appropriate time is given to enable children to do this. Teachers comment on child's response in red.

Monitoring

Marking will be monitored regularly by the Headteacher and Subject Leaders as part of work scrutiny.

Children's books will contain a Maths presentation guide and an English presentation guide, giving the school's agreed symbols for marking. The guidance for marking abbreviations used in books by all staff is on display in classrooms and is in the Supply Staff Handbook.

- I – independent work with little or no adult support
- T/TA - supported work
- PW - partner work
- // - new paragraph
- excellent/interesting word or sentence choice highlighted to emphasise success.
- SP - spelling error. Teachers underline word and write the correct spelling. Spelling mistakes to be written out three times by the child in books.