



Cawston Church of England Primary Academy

Marking and Feedback Policy

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| Approved By: | Governing Body |
| Approval Date: | 25/09/2018 |
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| Review Date: | Autumn 2020 |
| Person Responsible: | Headteacher |

Rational

**‘Most marking has very little impact on children’s progress.’
(Shirley Clarke –‘Active Learning Through Formative Assessment’ 2008)**

Marking at the end of a lesson or piece of work will not be effective enough in moving our children’s learning on. At Cawston CE Primary Academy we recognise that children need guidance during a lesson in how to improve their learning. Our aim is to follow the key strategies (Shirley Clarke) to enable active learning to take place by:

- Creating a classroom culture where all involved see that there is a ‘Growth Mindset’ rather than a fixed mindset.
- Involving pupils in planning appropriately pitched content and meaningful context.
- Clarifying learning objectives and establishing pupil generated success criteria.
- Enabling and planning effective classroom talk and worthwhile questioning.
- Involving pupils in analysis and discussion about what excellence consists of ‘What a Good One Looks Like - WAGOLL’ not just meeting success criteria.
- Enabling pupils to be effective self and peer evaluators using randomised working partners.
- Establishing continual opportunities for timely review and feedback from teachers and pupils, focusing on recognition of success and improvement needs, and provision of time to act on that feedback.

Teachers' Role in Marking and Feedback

The teachers' role in marking is to evaluate the quality of pupils' improvement in the light of future planning, marking only minimal comments on the work, because the meaningful feedback has taken place, so teachers are marking less.

Where teachers still mark in depth, it is more effective to do this for pieces of work in which skills are applied or brought together, for example end of unit work or working at length.

Teachers may pause during lessons to model success and improvement where necessary in order to have a timely impact on the quality of pupils' work.

Aims

At Cawston CE Primary Academy our aims in providing constructive feedback on children's work are:

- To identify children's successes against the learning Objective, Success Criteria and NC assessment statements identified in each year group.
- To highlight the children's successes and next learning steps.
- To engage children in meaningful feedback and in the improvement process.
- To value children's work through relevant and consistent dialogue.
- To identify children's achievements against statutory assessments.
- To provide constant evaluation and opportunities to improve work during the lesson.
- To give guidance on how work can be improved.
- To involve children in effective self and peer assessment.

Guiding Principles

Student to Teacher feedback has the biggest impact on furthering children's learning.

- Teachers use green pen for marking.
- Children use purple pen to comment on their learning or to edit and improve their work in response to marking and feedback.
- Children may work in 'marking triads', using a red pen as the 'author' in response to peer assessment.
- Teachers highlight mistakes in pink and mark good evidence in green.
- Teachers share the meaning of their marking with the children, using consistent mark symbols.
- Work is marked regularly but not necessarily by the teacher and not always in the same detail.
- Marking symbols relate to the learning objective or success criteria.
- Where basic errors are made that do not relate to the learning objective teachers will mark as appropriate. (see Marking Code)
- Where possible, work is reviewed directly with the child.
- Children are involved in self and peer assessment on a regular basis.
- Feedback should be positive and constructive, relating to learning objective and identifying the next step where appropriate.
- Feedback for improvement will take place throughout the lesson as often as needed to demonstrate improvements.
- Visualisers may be used to provide on the spot feedback at key points of learning during a lesson.
- Regular planned opportunities for writing throughout the curriculum are provided throughout the week.
- Plenaries could be used during the lesson to mark work and allow children to improve their work.
- Children are made aware of their learning activity and sometimes they will co-construct the success criteria with the teacher.
- National Curriculum Assessment statements are identified in each year group so that children understand the expectations and have opportunities to assess their work against the shared criteria in a lesson.


- Children should be given time to review marking of their work as a planned activity.
- It may be necessary to note the reason why a child has not completed a piece of work e.g. illness, music lesson or absent.
- Foundation subjects may be marked according to the learning objective for the lesson.
- Writing and mathematics in other subjects may be used as evidence for assessment.

Monitoring

Teachers and governors will monitor the marking policy for consistency through 'Book Looks' and talking to children to check their understanding of the policy.

The Senior Leadership Team and DNEAT will moderate marking throughout the academy to ensure continuity and adherence to this policy.

Marking Code

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| H | High Level of Support |
| M | Medium Level of Support |
| I | Independent Work |
| TA | Marked by Teaching Assistant |
| S | Supply Teacher |
| A | Absent & date |
|  | Next Step |
| Spellings | Pink highlight/dot in margin –child to write it out or correct in purple |
| [upper KS2] | |
| WWW | What Went Well – child response to learning |
| EBI | Even Better If – child response to learning |
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