

ST ANNE'S PRIMARY SCHOOL, DENTON

MARKING AND FEEDBACK POLICY 2021 – V11

Feedback should be:

Meaningful, Manageable and Motivating

We hope to build a feedback culture that is effective in terms of pupil progress, yet also efficient in terms of teacher time. We have used the EEF guidance report- 'Teacher feedback to improve pupil learning' to inform our policy.

PURPOSES OF MARKING AND FEEDBACK

“Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well, and where they need to do better next time”. (OFSTED).

- To provide positive and constructive feedback to pupils so that they know what they need to do to improve
- To challenge pupils
- To lead to improvement in the standard of work
- To encourage pupils and to build self-esteem and confidence
- To show pupils that their work is valued
- To assess pupils' understanding
- To inform future planning
- To identify strengths and weaknesses
- To provide opportunities for pupils to learn from their mistakes
- To assess pupils' progress against targets
- To develop independence by encouraging children to check their own work against set criteria as appropriate
- To identify where children have received support (with particular reference to the Foundation Stage)

GUIDELINES

The following guidelines will be used to assist teaching staff at St Anne's Primary School in consistent approaches to marking throughout the school. Teaching assistants may support teaching staff in simple marking processes. All work will be given some type of meaningful feedback either within the lesson or soon after. Some pieces of reading and writing will get in depth feedback (developmental marking). All work must be marked promptly. Children in KS2 will leave the left hand page in their writing books blank to allow for editing of written work following feedback.

TYPES OF MARKING AND FEEDBACK

Marking should inform the child how his/her work can be improved, be linked to targets as appropriate and give clear next steps for them to do e.g. corrections or extension questions. At St

Anne's teachers will use 'Feedback Books' for **maths and English**. These books replace the process of writing individualised comments in each child's book. It is an analysis of the work for common errors, misunderstandings, and strengths. Teachers can then use this analysis, along with notes on significant misconceptions and next steps to form the basis of the following lesson.

There are four types of marking and feedback we use at St Anne's:

1. **Teacher/ TA Intervention** - during lessons where teachers/ TAs use effective questioning and verbal feedback to deepen understanding and move individuals on or address misconceptions.
2. **Developmental marking** – (Usually given at the beginning of the following lesson) Teachers give incisive and constructive feedback for pupils to respond, to strengthen the teaching and learning process and accelerate and deepen learning/ understanding. Children correct/improve their work and respond to feedback using purple biro.
3. **Self/ Peer-assessment** - using guidance from the teacher, self and peer assessment should happen regularly and be evident in children's books
Children will mark their own work or that of their peers as appropriate and will indicate this by writing "peer marked by...."
Success criteria to be used as appropriate
4. **Marking consultations**- a discussion about the work with either teacher and child or teacher and group. This discussion will highlight features to improve and help the child to identify areas for improvement independently.

MARKING IN THE FOUNDATION STAGE

- The children's work is discussed and marked with them
- S - is used to indicate that support has been given - comments will be made as appropriate
- I - is used to show if work is completed independently
- The comments are for the benefit of the teacher and other adults such as the headteacher and parents

MARKING- ALL SUBJECTS

- Teachers should acknowledge achievement and progress and highlight what the children have done well
- Non-negotiables for writing must be commented on and children should correct these errors themselves
- Spelling errors in subject specific vocabulary to be identified for correction
- Number reversals - work to be marked correct, but pupil to be shown the correct way of writing the number/s
- Incorrect answers will be marked with a dot, not a cross
- Presentation of work will be commented on as appropriate
- Pupils will be encouraged to check their own work and to avoid careless mistakes
- S – indicates that support has been given - comments will be made as appropriate
- If a child persistently makes the same mistake throughout a piece of work, teacher to make a written comment instead of correcting each mistake

- Comment to be made if child not joining letters or using correct letter formation, if appropriate
- Date to be corrected if spelt incorrectly
- Work should not be rubbed out and corrected after marking
- Corrections, if needed, should be done at the side, above or underneath
- Children are not required to answer comprehension questions in complete sentences unless the question requires this

(THESE PROCEDURES DO NOT APPLY TO THE FOUNDATION STAGE)

Revised July 2021