

HEADTEACHER: Mr S. Chiswell, BA Ed (Hons) NPQH
DEPUTY HEADTEACHER: Mrs L. Waldram, BSc (Hons) PGCE

Email: stmaryscadd@cbc.beds.sch.uk
Website: www.stmarysprimary.org.uk



Marking and Feedback Policy

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Marking and Feedback Policy

Introduction

We believe that feedback to children is very important as it tells them how well they have done and what they need to do next in order to improve.

We have an agreed code for marking, as this ensures that we all mark in the same way and the children learn to understand the process.

Marking system

A star marking system is used against the learning objective on every piece of work.

*****Three stars:** The children know that three stars on their work means that they have exceeded the expectations of the teacher and have achieved above their (differentiated) learning objective.

**** Two stars:** The children know that two stars on their work means that they have met the expectations of the teacher and have secured the learning objective for that lesson.

*** One star:** The children know that one star on their work means that they have not yet secured the learning objective for the lesson and that they require a little more help next time. The children know that an adult will work with them at the start of next lesson either 1:1 or in a small group to revisit the learning.

Adults mark using black or blue pen. In addition to the stars, further marking symbols are used in the children's books to give particular feedback on their work:

| | |
|--|---|
| Adult support | a |
| Independent | i |
| An adult supported the group but the child was working independently | a/i |
| The child is absent (for planning records) | Ab. |
| A finger is used to remind the child they need to remember their finger spaces. | A |
| A circle around a letter means the child is missing a capital letter. | t |
| A circle with a full stop in the middle means the child has forgotten a full stop (and similarly for other punctuation). | . |
| Two smiley faces (large and small) means that an adult has given verbal feedback to a child. |  |
| The child needs to work faster |  |

| | |
|--|---|
| <p>Green for Growth: Any work underlined in a green highlighter indicates to the child an area for improvement or something to check</p> <p>This is <u>always</u> in reference to the Learning Objective.</p> |  |
| <p>Tickled pink: The pink highlighting in <u>extended writing</u> illustrates how the child has achieved some of the success criteria.</p> |  |
| <p><u>Children's self-evaluation:</u></p> <p>Children draw up to 3 smiley faces by the learning objective, according to how well they think they have achieved it.</p> |  |

Verbal feedback to pupils.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one.

Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make improvements. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves. If feedback has been given to a child whilst they're working during the lesson, then the two smiley face symbol will be drawn on their work at that point, with a short comment if relevant. If a child has made a verbal comment to an adult whilst they're working, but the work itself doesn't demonstrate this understanding, then a speech bubble post-it may be used to scribe what they have said.

Conferencing

Regular conferencing sessions in English and RE allow teachers the chance to give children direct and personalised feedback on their work. This process is used in particular for pieces of extended writing; where children work closely with an adult in order to improve their work and is often in conjunction with targets.

Green for growth

'Green for growth' is used by staff to highlight a particular section of a child's work which could be improved further. Children are given an opportunity once a week, for at least English and Maths, to improve and edit their work, for example, improving their punctuation, checking their spellings or answering a question to deepen their understanding. We feel that this is a great opportunity to extend learning and constantly improve on what is being learnt in the classroom. Children give a written response to the teacher's feedback (using green biro in KS2), which is then initialled by the adult. Corrections and feedback that are not related to the learning objective, eg punctuation, can still be given by the teacher, but not highlighted as 'green for growth'.

Monitoring and Review

It is the responsibility of the governors to monitor the implementation of the school's Marking and Feedback Policy. The governors will therefore examine closely the school's performance in this area.

This policy will be reviewed by the governing body annually, or earlier if considered necessary.

March 2016