Marking and Feedback Policy

INTRODUCTION:

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Courtland School. It should be read in conjunction with our Teaching and Learning Policy and SEND Policy.

RATIONALE:

The 'Effective Marking ' model states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'

Research shows that feedback is an important factor in pupil learning. Courtland School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

AIMS:

- To provide consistency and continuity in marking throughout the school so that children have a clear understanding of their teacher's expectations
- To use the marking system as a tool for formative assessment
- To improve standards by encouraging children to do their best and improve on their last piece of work
- To develop children's self- esteem through praise and valuing their achievements
- To create a dialogue which will aid progression

GUIDELINES/PRINCIPLES OF EFFECTIVE MARKING:

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular
- Allow specific time for the children to read, reflect and respond to the marking comments

- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equality across subjects and abilities
- Provide information for the teacher on the outcome of the teaching/lesson
- Relate to the Learning Objective/Success Criteria of the work set
- Be consistently followed by Teachers and Teaching Assistants across the school in line with this policy
- Use the agreed Marking and Presentation Checklist (Appendix 1)
- Have a positive effect on the child's progress

PROCEDURES:

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children
- Link marking to the Learning Objective and Success Criteria. Refer to these when giving written and verbal feedback
- Link marking to targets: individual targets, Special Educational Needs and Disabilities (SEND) groups, layered targets as appropriate
- Acknowledge verbal comments and praise with the appropriate symbol from the code (Appendix 2)
- Give positive public feedback for high achievement as an illustration of completion of the Success Criteria eg a child is sent to the Headteacher for an award in the Golden Book and mentioned in the Newsletter
- Look for persistent errors and patterns of errors, rather than every error made; be selective and sensitive in marking ie not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given

MARKING AND FEEDBACK STRATEGIES:

- Verbal feedback
- Success criteria checklists – either written/stuck in books or as part of flipchart/PowerPoint
- Quality feedback comments
- Asking questions
- Stamps or stickers-for praise
- Next steps/targets
- Personalised questions
- Peer assessment and self-assessment

APPENDIX 1

COURTLAND MARKING AND PRESENTATION CHECKLIST:

- Front covers of books/folders (including Home Learning folders)/files – no drawings or doodles except on rough books
- Teachers can choose a colour to mark in. Children should respond in an alternative colour.
- Comments in books should be linked to the Learning Objective where appropriate
- Use of stickers, stamps, smiley faces as and when appropriate
- Children should be told their next steps when appropriate
- When children are peer marking or marking their own work they should mark to a success criteria and use a coloured pencil or handwriting pen
- We use the long date for English activities and the short date for everything else
- Teachers should be modelling a good handwriting style
- Children should underline work with a ruler when starting their next piece of work or use a handwriting pattern.
- Feedback in the Early Years will be mainly oral. Work is marked for information for staff and parents. Feedback is also given on Tapestry which is shared with children and parents.
- TAs should mark children's work if they have been working with a group or individuals, in accordance with the class teacher's guidance

APPENDIX 2

Marking Code Guide

Use the codes which are appropriate for your year group.

Mark	Meaning
✓	This work is correct.
⬭ X ⋅	This work is incorrect. Please correct your work.
_____	Grammar or spelling error corrected with child.
sp	Spelling error – find the error and correct it using a dictionary.
? or wavy line ～～～	Does this make sense? Re-read and correct your work.
∧	Missing word. Read your work and add the missing word.
//	New paragraph needed. Use a new paragraph.
Date?	No date on work. Write the date on your work.
LO/title?	No Learning Objective or title on work. Write the Learning Objective or title on work.
Verbal feedback stamp or VF written	The teacher has spoken to the child about his/her work.
Initialled by supply or student teacher	Lesson was delivered/marked by supply teacher or student teacher.
WS/SS 1:1	Child had help from an adult Ratio of support in group
I or IND	Independent work
*	An asterisk can be used to indicate to a child that an error needs to be corrected in a space below.