

St Stephen Churchtown Academy



Marking and Feedback Policy

2023-2024

Introduction

At St Stephen Churchtown Academy, we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have age-appropriate school marking codes, which are displayed in each child's book for every subject. In addition to this code, teachers use their professional judgement to provide meaningful feedback. Teachers consider the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning which helps them to move forward in their learning. All teachers will mark work and give feedback as an essential part of the assessment process.

Meaningful and Manageable

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work and encourage them to do the same
- Give a clear general picture of how far they have come in their learning and what the next steps are
- To state whether the learning objective has been met - gauge their understanding, and identify any misconceptions
- Promote self-assessment so pupils can reflect on their own next steps and are encouraged to accept guidance from peers
- Provide the ongoing assessment that should inform future lesson-planning.

Principles of marking and feedback

- The school has a standardised approach to the marking and feedback of all pieces of work. These age-appropriate marking guidelines are displayed in each book inside the front cover **(See appendix 1)**.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child – **highlighted in green**.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- Feedback should be appropriate to the age and ability of the child - the child must be able to read and respond to the comments made and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Feedback will focus on only one or two key areas for improvement at any one time.

- Teachers should aim to promote children's self-assessment and self-marking where appropriate.
- Live mark in lessons - whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in black pen
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Previously taught spelling patterns and words must be corrected if spelt incorrectly – **highlighted in pink**. Teacher to identify and the pupil writes each word out x3
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Presentation

· The school has a standardised approach to the presentation of all written work. These guidelines are displayed in each classroom. At Key stage 2 all pupils are expected to follow these guidelines and in the EYFS and at KS1 pupils should be working towards them (see appendix 2).

General advice to teachers

The best marking and feedback is the immediate dialogue that takes place between teacher and pupil while the task is being completed.

In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve and a chance for the pupil to practise.

The main objective of marking and feedback is to help children learn. Children's work will be matched to their abilities so that errors that need to be corrected will not be so numerous as to affect their self-esteem.

When pupils interact in the marking process, they will be more engaged and receptive to correction.

Self and peer assessment - when appropriate, children may mark their own (or another child's) work, but the teacher must always review this marking. In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met (see appendix 3). Where a pupil is assessing the work of another pupil, they must not write directly on the work. Peers will use a post it note and stick in as appropriate.

Teachers comment on spelling, grammar and content as appropriate to the child's own abilities and needs.

Whatever form of feedback is provided, actionable feedback is far more powerful, and will help pupils understand their mistakes, close the gap between where they are and where they need to be. Tom Sherrington's 'Five R's' support this and should be applied wherever possible:

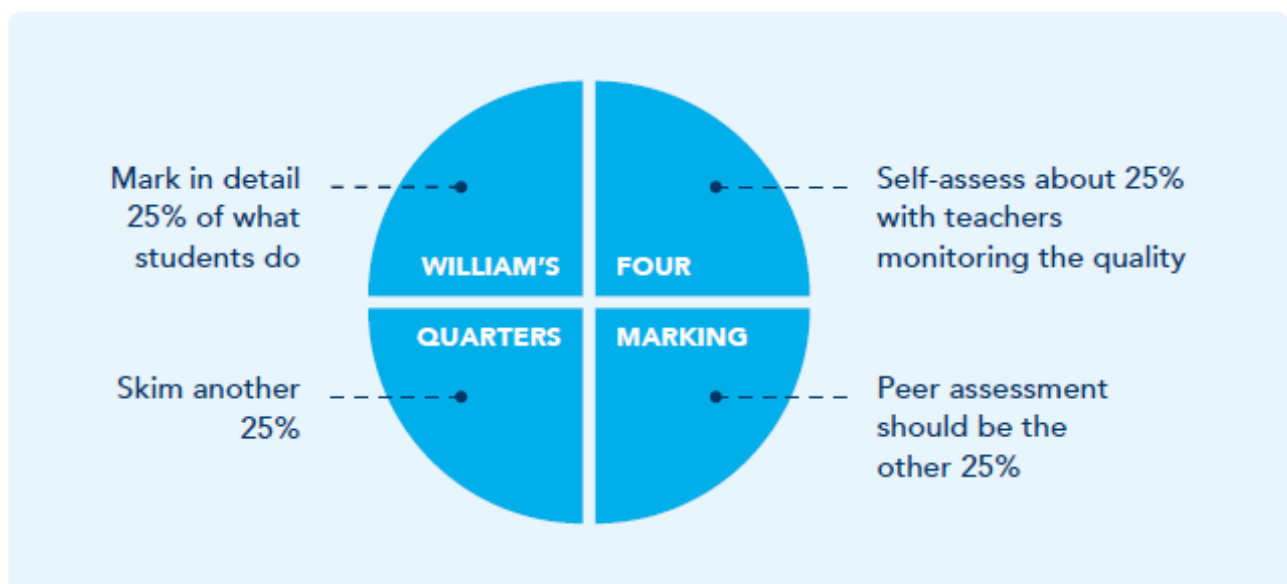
- Redraft, re-do
- Rehearse or repeat
- Revisit and respond
- Relearn, retest
- Research and record.

"A student should be able to read or hear their teacher's feedback then do something very specific and concrete to improve their learning."

Tom Sherrington

Frequency of Feedback & Teacher Workload

Teachers cannot be expected to give feedback on every piece of work for every single pupil which is why the five forms of feedback described above have been adopted by St St Stephen Churchtown Academy. It is expected that the following diagram is applied, whilst ensuring that over the course of a week, each pupil receives a balance of feedback shown below:



- 'Four Quarter Marking', Dylan William

By using this model, detailed feedback will be provided once a week in English and Maths.

"Feedback should be more work for the recipient than the donor."

Dylan William

Quality Assurance

The following approach will ensure the quality of feedback is effective and has a positive impact on pupil's learning throughout the school:

Tier 1: Class teachers are involved in ensuring the effective self and peer assessment of pupils within their classrooms and monitoring the impact of this on children's learning.

Tier 2: Subject champions are involved in monitoring the quality of feedback for their subject – ensuring children have opportunities to rework and deepen their understanding about the learning taking place.

Tier 3: Senior Leaders are involved in ensuring there is consistency in the quality of feedback across all classes and that feedback provided is having a positive impact on pupil progress.

Policy review

This policy is reviewed every year by SLT and the teaching team.





The scheduled review date for this policy is September 2024

Signed by: L.James (Head of School)

Date: 01/09/2023

Marking Guides

The below should be displayed in the front of every book.

	Pupil's self-assessment
	Green – What I have done well
	Pink – What I need to do to improve
TIC	Time for Improvement and Challenge
VF	Verbal Feedback Given
	Smiley
Sp	Spelling Mistake

Non-Negotiables

Front-Cover of Books – standard labels:

- Child's Full Name
- Subject
- Year Group
- Class Name
- Teacher

Inside Front-Page of Book:

- Marking Guide (all books)

Presentation:

- Date (underlined with ruler- KS2)
- Learning Objective (underlined with ruler-KS2)
- Pencil



Marking:



- Marking policy followed
- Colour-coded marking – pink and green
- VCOP editing
- Peer-marking
- Self-Evaluation


TIC (Time for Improvement and Challenge):


- Regular & appropriate TIC given (at least once a week for literacy and maths)
- Use 'Pink to think'
- Can be correcting spellings / improving sentences etc
- Time must be given for children to complete this
- Marking challenges
- Children's responses recorded in pencil
- Teacher / TA's comments must be legible and accurate, following the handwriting policy

Appendix 3

		<p style="text-align: center;"><u>Date: Tuesday 6th September 2021</u></p> <p style="text-align: center;"><u>LO – To understand how the gas exchange takes place in the lungs</u></p>				
I think...	I worked on my own.	I had some help from a teacher.	I worked in a teacher's group.	My teacher thinks...		

		<p style="text-align: center;"><u>Date: Tuesday 6th September 2021</u></p> <p style="text-align: center;"><u>LO – To understand how the gas exchange takes place in the lungs</u></p>				
I think...	I worked on my own.	I had some help from a teacher.	I worked in a teacher's group.	My friend thinks...		

		<p style="text-align: center;"><u>Date: Tuesday 6th September 2021</u></p> <p style="text-align: center;"><u>LO – To understand how the gas exchange takes place in the lungs</u></p>			
I think...	I worked on my own.	I had some help from a teacher.	I worked in a teacher's group.		

<p style="text-align: center;"><u>Date: Tuesday 6th September 2021</u></p> <p style="text-align: center;"><u>LO – To understand how the gas exchange takes place in the lungs</u></p>					
I worked on my own.	I had some help from a teacher.	I worked in a teacher's group.		My teacher thinks...	