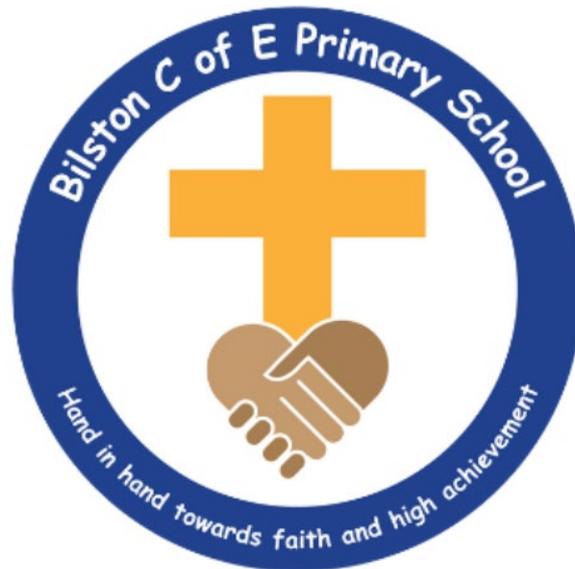# Bilston Church of England Primary School

Feedback and Marking Policy

'Hand in hand together with faith we will strive to achieve all things'

'I am able to do all things through him (Jesus) who strengthens me'

Philippians 4:13

Train up a child in the way he should go: and when he is old, he will not depart from it.

Proverbs 22:6 *–*

September 2019

Review: September 2020

The purpose of the policy

The purpose of this policy is to make explicit how we value the importance of a consistent approach to marking and feedback throughout our school.

Our Aims:

❖ Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher's expectations.
❖ Use the marking system as a tool for formative on going assessment.
❖ Improve standards by encouraging children to have a positive attitude and recognise their achievements and **how they can improve on their work (next steps).**
❖ Develop children's self-esteem through praise and valuing achievements.
❖ Create a dialogue which will support and aid progression.

The need of a marking policy

It is important that all members of staff provide constructive feedback to children, both written and orally, focusing on success and improvement against learning intentions. This enables children to become reflective learners: supporting **individual learners to close the gap and achieve to their full potential.**

Guidelines for Good Marking

- Using the stampers means that staff do not have to repeat the WALT of the lesson in their marking comment but staff should think about the WILF (success criteria) in their comment.
- Using the stamper should inform the child of the progress they are making.
    - Learning Objective (green) for independent work
    - Working towards Learning objective (orange) if a children is working towards their learning objective or they have achieved the LO with support.
    - Arrow and FB if you are providing a next steps for the children to respond to.
- If children have a green stamp then there can still be a next steps which could be a mastery task.
- Core subjects (English, Maths, Science) should be marked with stamper and a comment to reflect the child's achievements.
- Other subject should be marked with the stamper and a positive comment with an 'Even better' or arrow and FB, if a child has misunderstood the learning
- The only time that the stamper should be used on its own is to mark homework.
- When giving feedback that children need to respond to always start the comment with a 'verb' therefore giving a clear action and not a statement.
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a good model for the child.
- Not every spelling should be corrected, only those appropriate to the child's age and ability (see guidelines editing)
- Have a positive impact on the child's progress – marking is there to move the learning forward.
- Contain comments which reflect the teacher's sound knowledge and understanding of the subject.
- Be consistent across all the school.

- Marking should be done in a range of different coloured pens.
- Where a member of the teaching team other than the class teacher has been involved in the marking process, then they should initial the marking.

Children's response to the comments

Self- marking and evaluation

- Children should be given time at the start of a lesson to read marking and if they need to, then respond to feedback.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of feedback they have received.
- Children should be given the opportunity to be involved in peer and self-assessment.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through planned reviews.

Children's workbooks will be monitored by SLT and subject leaders and also time will be given for all staff to observe each other's marking and feedback.