



Effective Marking and Feedback Policy

January 2018

Aims

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Taddington and Priestcliffe Primary School.

Staff and governors are committed to providing relevant, constructive and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of:

- valuing pupils' learning,
- helping to diagnose areas for development or next steps,
- evaluating how well the learning task has been understood,
- assisting staff and children to plan and organise further learning opportunities.

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. Research shows that marking is an important factor in pupil learning.

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'.

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of adult expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
 - Create a dialogue which will aid progression.
 - Promote 'big thinking' questions to advance their spiritual development

3 Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children and share with them where there successes and provide opportunities and examples for development and improvement
- Be at the child's level of comprehension and legible.

Procedures



Below are a list of useful marking strategies employed regularly at Taddington and Priestcliffe primary school to enable teachers to assist children making progress.

- Pink highlighter pen to continue to be used when learning objectives are met,
- Blue highlighter pen used when learning objectives:-
 - not met
 - to indicate next steps for learning
 - MRT.
 - FS - full stop missing
 - CL - capital letter missing
 - VF - verbal feedback has been given
 - G - grammatical error
 - Sp - spelling error
 - Sense - check through to make sure this makes sense
- LO can be highlighted rather than children's work when appropriate (for example when LO is met in a maths lesson for skills practice)
- MRT might use red 'correction pencil' for KS1 and Y3/4 and black pens for Y5/6 to show where children have returned to the task
- Comments are used where it helps the child to know what went well or how to improve. Where specific feedback is given, pink is used for positive comments and blue is used to explain how to improve. Teachers may also comment for assessment purposes
- Targets: stickers on the covers of books
- Peer marking, self-marking and whole class marking are used when appropriate