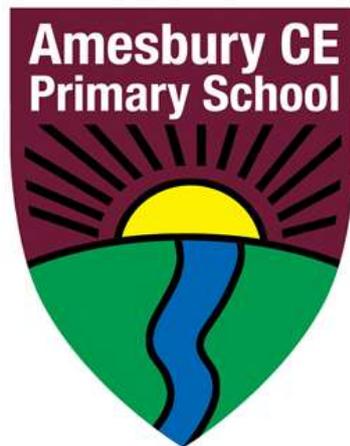


AMESBURY CE PRIMARY SCHOOL



Marking & Feedback Policy

Policy date: January 2020

Review date: September 2022

Rationale

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.

Eliminating unnecessary workload around marking, March 2016

At Amesbury CE Primary School we recognise that every pupil has the right to have their work acknowledge and to be given feedback on their achievements so that they are enabled to make at least good progress. The impact of high quality marking should help pupils to identify what they have done well in their learning, promoting self-esteem and positive attitudes towards their work, as well as supporting pupils to address misconceptions or misunderstandings so that they are ready to move onto the next stage in their learning.

Marking should be an effective tool in achieving this, without causing a disproportionate strain on teacher workload. Therefore, at Amesbury CE Primary School, our marking and feedback policy is rooted in the principles of 'Eliminating unnecessary workload around marking' that marking and feedback should be **"meaningful, manageable and motivating"**.

Aims and Expectations

This policy aims to:

- Recognise and celebrate pupil achievements and successes in their learning
- Drive pupil outcomes to ensure that all pupils make at least good progress
- Inform the role of all participants in the feedback process (pupils and adults)
- Raise expectations and ensure consistency across the school in the feedback process

Why do we provide pupils feedback on their learning?

At Amesbury CE Primary School, pupils are provided with feedback on all of their learning in order to:

- Recognise and celebrate pupil achievements in learning both within a lesson and over time
- Provide formative feedback to pupils on their learning, ideally whilst this is taking place, in relation to the specific learning objective(s)
- Support pupils in identifying what they have done well in relation to the success criteria, and to take an active role in working towards the next steps
- Acknowledge every piece of work in order to promote a sense of pride for pupils in relation to their learning
- Inform teachers planning and delivery of learning in order to support the needs of all pupils and provide appropriate challenge
- Identify errors and misconceptions, either by individuals or groups of learners, and address these promptly so that good progress can be made
- Support and challenge learners in a positive way so that pupils are aspirational and are eager to move their learning on

What does marking and feedback look like at Amesbury CE Primary School?

Feedback at Amesbury CE Primary School may take a variety of forms, including verbal feedback, peer feedback, self-assessment, and written feedback. Every piece of recorded work will be formally acknowledged in relation to the learning objective (and success criteria where used).

Every lesson will have a clearly identified learning objective that is shared with the pupils and most lessons will also have success criteria. On occasion it may be appropriate to omit success criteria where these may over-scaffold pupils, for instance in a final assessed piece of written work. Learning

objectives and success criteria may be on a printed label, but every piece of work is to be dated and titled. Where verbal feedback has been provided during a lesson the success criteria can be ticked to show which of these the pupil was successful in.

Yellow highlighters

The primary purpose of marking and feedback is to promote good progress of pupils. Therefore, pupils should be able to quickly recognise the strengths in their learning so that they can identify what and to apply in subsequent learning contexts, and how. Yellow highlighter pens are used by adults to indicate the best examples in a pupils work to demonstrate where they have met the success criteria. This can be through highlighting individual words, phrases or sentences. Yellow highlighters are used to indicate correct work in maths and to highlight particularly good examples of reasoning in a pupils work.

Green Pens

Written feedback by all adults is to be provided in green pen. This includes shorthand marking responses, for example indicating spelling errors with a dotted line or maths corrections with a ©. Written feedback should be focussed on next steps or addressing misconceptions, and pupils are expected to respond to these. Where written feedback is provided by an adult that is not the class teacher (for example a supply teacher or TA) then the adult marking the work should write their initials neatly next to the comment.

For every pupil, at least once a week, there should be a formal written comment relating to learning objectives and success criteria that will support pupil progress. The following are examples of possible written feedback, but this is not an exhaustive list:

- *List 3 adjectives that describe Julius Caesar?*
- *Circle the calculations that have the same answers: 3×8 $17 + 9$ $96 \div 4$ $2^2 + 20$*
- *Change these verbs to be past tense. I have done one for you:*
 - jump → jumped*
 - skip →*
 - play →*
 - eat →*

Class teachers will need to consider carefully the age and stage of their pupils when writing comments, and provide support in reading these where necessary. Comments should be tightly focussed on the learning objective of the lesson.

Self and Peer Assessment: Purple Pens

All pupils will be given opportunities to self and peer assess their work. When pupils do this a purple pen is used. If a pupil is peer assessing in another pupils book using a purple pen then they should indicate this by write their initials next to the comment or correction. Pupils should also respond to teacher feedback using the purple pen so that it is clear that this has been responded to.

On occasion, for example in pieces of extended writing, it may be appropriate for pupils to re-draft whole sentences or paragraphs. Where possible this should be completed immediately after the first draft of the sentence/paragraph. If the re-draft is being added in after the writing has been continued then editing flaps should be used to ensure that the flow of the writing is clear.

All pupils will be given the opportunity to create 'published' pieces of work, some of which will go on display, by rewriting original drafts in best. Final, 'published' work should not be marked other than a positive comment or sticker where appropriate and where this will not detract from the pupil's final presentation.

Verbal feedback

All pupils will receive verbal feedback on their learning. This should be frequent and with the primary aim of developing pupil self-esteem in their learning whilst also addressing misconceptions or providing appropriate challenge in order to facilitate good progress. Verbal feedback will relate directly to the learning objective and success criteria. Positive praise relating to learning during the lesson will specifically identify what aspect of the learning the pupil is doing well. Where verbal feedback is used to address misconceptions or errors in work, this should be approached carefully and ensuring the pupils dignity. Adults identifying errors in pupils learning should support the pupil to address these and provide further scaffolding or explanation where needed in order to ensure that pupil understanding towards the learning objective is achieved.

Marking Non-Negotiables

Within each year group are a set of 'Non-Negotiables' for pupil work that set out the minimum expectation for pupils in that year group. These may include expectations on presentation and handwriting, specific spellings that should be correct (these will have been taught in previous years' curriculum), number and symbol formation in maths, punctuation and quantity of work in line with teacher expectations for the pupil. Where these 'non-negotiables' for written work (in all subjects) have not been met, teachers will direct pupils to address these before work is submitted for marking. When work has been submitted but the non-negotiables have not been met, for instance spelling, these must be identified by teachers and addressed directly with the pupil at the soonest opportunity.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. This policy will next be reviewed in two years, or earlier if necessary.