

BOURN C of E PRIMARY ACADEMY

Feedback and Marking Policy



**Feedback and Marking
Policy**

Issue: September 2016

1. Introduction

At Bourn Primary Academy, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, informs pupils of their next steps for future improvement, promotes positive attitudes and leads to an improvement in standards.

2. Purpose

We mark to:

- Identify and monitor children's progress;
- Provide pupils with constructive feedback;
- Extend pupils' learning;
- Build confidence through encouragement;
- Inform planning;
- Recognise presentation, achievement and effort;
- Further identify pupils who require support or further challenge;
- Involve parents more directly in pupils' progress;
- Provide information for assessments and reports for parents;
- Further develop teaching and learning;
- Provide pupils with clear, constructive feedback;
- Involve the pupil in reviewing their own work (through next steps and traffic lights systems for self-assessment) and identify future targets;
- Show that teachers value pupils' work.

3. Aims and Objectives

- Work should be marked regularly (in depth twice a week at a minimum), legibly and intelligibly, using violet ink;
- Marking should be targeted to a learning objective or similar focus;
- Marking encourages and motivates. As a general rule, marking should be as positive as possible. However, where appropriate, it may need to include carefully worded comments (e.g., disappointing performance/presentation) with an opportunity given to improve either in the future or by repeating the task;
- Each child should be involved with the marking of their work and should be given time to see what has been written or highlighted in their work (and respond to comments). Marking with the pupil present is particularly valuable (especially with younger children), when it is practical;
- Encourage the children, when appropriate, to peer assess one another's work and allow feedback between them;

- Marking should be moderated on a regular basis to ensure consistency throughout the school.

4. Conclusion of Effective Marking

- Provide meaningful feedback to pupils about their work promptly and regularly;
- Include both oral and written feedback as appropriate;
- Reflect the learning objectives of the activity and ensure these are shared with, and understood by, pupils;
- Ensure that pupils understand their achievements and know what they need to do next to make progress;
- Enable the teacher to record pupils' progress in relation to learning objectives;
- To inform future planning;
- Share the information with parents so they may offer help/support at home.

In applying these principles, we will maintain a consistency throughout the school that will support all children in their learning by focusing explicitly on what children 'can do' and clearly identifying 'next steps' for their continued progress and improvement.

5. Marking Guidelines

- Teachers mark in violet ink;
- Children edit their work using a green pen.

Marking annotations

☑	Tick	- Correct
•	Dot	- Incorrect / try again
~~	Wavy line	- Incorrect spelling
○	Circle	- Missing or incorrect capital letter or other punctuation
—	Straight line	- Whole sentence errors
//	Double slash	- Paragraphing
*	Star	- Positive comment
┌┐	Step	- 'Next step' comment
P		- Peer to peer assessment
T		- Teacher supported work
TA		- Teaching Assistant supported work

6. Self-review

- Children are given time to reflect on their teacher's marking and to respond to their 'Next step' questions / comments using green pen;
- Children edit their work following teacher feedback using green pen;
- Children self-assess their work using the traffic light system.

7. Success Criteria

We will know our policy is working if:

- There is evidence that work is being marked regularly;
- Marking informs future planning;
- Pupils acknowledge targets or 'next steps' and work towards achieving them, accelerating their progress.

8. Monitoring

We will ensure that these guidelines are being used consistently throughout the school by carrying out scrutiny of work. It will be the responsibility of the Senior Management Team to carry out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Governing Body will monitor the implementation of the policy.

9. Reviewing the Policy

We will review our policy at the beginning of every academic year with all members of the teaching staff.

Reviewed by HB – September 2016