



## Aughton St. Michael's C. E. School Feedback & Marking Policy

**Adopted:** Autumn 2020

**Review date:** Autumn 2022

### **Mission Statement**

**A**chieving all we can to develop fully our hearts and minds.  
**S**haring in a loving, caring, Christian community.  
**M**aking sure everyone is valued.

At Aughton St Michael's C.E Primary School we are committed to providing relevant and timely feedback to pupils both orally and in writing, this policy is concerned with ensuring a consistent approach to marking and feedback across the school and to ensure the involvement of children in extending their own learning. We believe that marking should enhance learning through:

- Drawing attention to what children need to do to improve.
- Providing feedback on what they have done so far.
- Encompassing Assessment For Learning (AFL) in order that children take responsibility for their own learning.

### **Aims:**

- Show we value the children's work and motivate them to produce high quality work.
- Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the children's understanding and identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high-quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to assess their own work critically to create independence in learning and responsibility their own improvements.
- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between child and adult which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for summative and formative assessment.
- Provide a basis for lesson planning.

- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

## **Principles of Marking and Feedback**

The following principles should underpin all marking and feedback:

- It should be positive and motivating for children.
- It must be at the child's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly
- It ought to give recognition to effort and achievement noting improvements made.
- The process should directly engage the child, either orally or through written response.
- It should give clear strategies for improvement focussing on one or two areas at a time which link into the learning objectives or learning targets for the child (which may be cross curricular).
- Time should be given for children to consider marking feedback and for them to respond to them.
- It should promote children's self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning.
- It will provide information to the teacher on the success of the teaching and inform planning.
- It will provide information to the teacher regarding pupil progress.
- It can be given by any adult with whom the child is working.
- It can be given by a peer as part of the learning process.
- It must positively affect the child's progress and learning outcomes.

## **Marking and Feedback Process**

Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. The Learning Objective (LO) should be clearly written on each piece of work enabling adults and pupil to mark effectively against the learning objective.

## **Teachers' Marking**

The main forms of marking and feedback will be used as follows:

### **1. Verbal Feedback from an adult**

Direct contact with the child and discussion of the work is particularly appropriate with younger, less able or less confident children. In respect of subjects such as PE and Music, it may be predominantly if not exclusively verbal. If the feedback is given verbally a record of this will be written by the teacher in the book using the code VF. The teacher needs to note the key message discussed as a prompt for the child and adult so that areas for improvement can be addressed next time (e.g. the code VF next to the 'wish' in the 2 stars and a wish marking).

### **2. Written Marking**

Written marking to the LO should include the following elements.

**Concerning Effort:** For all work, a drawn 'face' will indicate if the child demonstrated the appropriate level of effort.

**Concerning Achievement:** in relation to the learning objective the following codes will be used

| EYFS           |                 | KS1 and 2      |
|----------------|-----------------|----------------|
| <b>DM</b>      | <b>ELG</b>      |                |
| E = Emerging   | Em = Emerging   | E = Emerging   |
| D = Developing | Exp = Expected  | D = Developing |
| S = Secure     | Exc = Exceeding | M = Met        |
|                |                 | X = Exceeding  |

**Target setting:** in most lesson this will take the form of 2 stars and a wish, where the wish links to the success criteria for this piece of work. The star will take the form of a heart and the wish will be an up arrow. In Maths, next-step marking will be utilised when appropriate to help develop individual knowledge. This may take the form of corrections, consolidation questions or extension tasks.

**Spelling Errors:** Spelling errors will be indicated by a box drawn around the incorrect word. Where the lesson objective is not spelling, errors will be only corrected where the word relates directly to the current spelling objectives, is a tricky word or is a high frequency common word (e.g. which where, there). It will be left to teachers' professional judgement whether to correct spellings and how to reinforce them, especially when considering SEN/low ability children or children with specific spelling difficulties.

**Frequency:** Marking should be regular, kept up to date and promptly returned to children. Where appropriate some work will be acknowledgement marked, with a tick (to show it has been seen and noted) and a smiley face for effort. Examples of this would be: Pre-reading tasks in Guided Reading, Brainstorming activities and planning sheets. These tasks usually form part of the learning process and help the children build the knowledge for the main task(s) in the unit. They will often be paired or group work. If appropriate staff should identify and correct errors that will impact on future work.

**Feedback time:** Time must be built into the week, day and/or lesson for the children to respond to marking feedback, absorb any comments and improve their work, especially in core subjects

### **Independence Level**

In order for the teacher to evidence progress and understand how independently a child has met learning intentions, a record will be made in the margin to show what level of support was given. This may be next to the LO if it was for the whole piece or next to specific questions and/or sections if this was where the support occurred. If there is nothing written in the margin, it has been independent work.

|    |   |  |
|----|---|--|
| TA | = | Work supported by a Teaching Assistant |
| S  | = | Supported by the teacher               |
| G  | = | Guided by the teacher                  |

### **Pupil Marking**

To engage the child in their own learning, children should have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning intentions. Suggestions may be verbal or in writing using the teacher marking systems outlined previously. All peer marking will be against success criteria given by the teacher either verbally or through the use of a written success criteria.

The key element for this in KS2 will be text marking where there is a success criteria given by the teacher, the desired skills are underlined with coloured pencil and then any feedback is written in writing pencil. If the children have copied out the success criteria, any writing here will also be done in pencil. If it is peer marking, the child will write, 'by .....

So it is know who marked the work. Written comment linked to text marking will start in Y4 (when the children are ready) and be embedded in Year 5 and 6.

### **Independent Editing**

Where appropriate, teachers may choose not to comment on a section of work but ask the child to redraft/improve it themselves before any direct feedback is given. This should only be done when the child has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

### **Online Marking**

Where tasks have been set using online resources (such as MyMaths) feedback will be entered into the website which the pupil can see when they log back in. If tasks have been set using the Pupil Area of the school website, feedback will be entered on that platform. This will include a score out of 10 that is linked to effort, not attainment and then a written comment about the work. All written comments should follow our normal mark policy.