



Marking & Feedback Policy

**Marking & Feedback Policy
(Including EYFS)**

Policy Review Date: Sept 2021

Reviewed By: SLT

Next Review: Sept 2023 (or
following incident, legislation or
interim guidance)

Distribution

Please note that 2 copies of this policy are printed as standard and distributed to the following areas:

- 1) Staff Room
- 2) School Office

Updates and Amendments to Policy

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Marking and Feedback Policy

At Avalon School, we set out to use effective marking, feedback and response to:

- Improve a child's confidence and self-esteem.
- Celebrate and recognise achievement.
- Provide constructive, accessible feedback to children about their work.
- Encourage and involve children in the reflection of their current learning and to set targets for future learning.
- Assess and monitor the children's learning and provide information for future planning.
- Develop children's responsibility for their learning.
- Model and encourage progression of children's ability to peer and self-assess honestly and accurately.

We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

Aims

The aim of this policy is to ensure that our marking and feedback meets the needs of our learners and is to be applied effectively throughout the school

What is marking and feedback?

Marking and feedback are essential in Assessment for Learning and help children to become independent learners who can reflect on their work and be mindful of their future needs.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
 2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- It supports a learning environment in which it is safe to try even if you get things wrong and where children can learn by their mistakes, seeing error as a chance for development rather than absolute failure, thereby aiding the development of resilience.

- It is demoralising for a child to spend time and effort on work, to hand it in and not to receive some attentive feedback in return.
 - Not marking work properly sends a message that it is not valued.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
 4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning
 5. Be given sparingly so that it is meaningful

Marking and feedback need to be productively focussed on guiding improvement and ensuring that pupils have a clear understanding of their strengths and areas for development. High expectations of pupils work will be evident in marking across the whole school.

Marking is written feedback and *feedback* is usually oral, but the two go together and both should form dialogue between pupil and teacher and parents. Written marking is either summative (closed tasks, right or wrong, e.g. mental arithmetic books) or formative (related to the learning objective, more in depth, from open tasks and investigations).

Marking and feedback can be performed by children as well as teachers.

The balance of written marking and oral feedback will vary according to subject area.

Why do we mark?

Marking is essential to pupil progress:

- It allows us to provide individual guidance and clarity to pupils, so they know what they have done well and what needs to be improved on
- It informs us and our future planning; by carefully reading the children's work we can determine their future learning needs and adapt our planning and teaching accordingly (formative assessment)
- Marking provides further opportunity for individual differentiation and progress
- Research shows that quality marking has a significant impact on attainment

Marking is motivating:

- Marking work properly demonstrates that there is a point to it. It gives the opportunity to identify achievement. It provides recognition of the child's effort and encourages them further.

What is good marking? What makes marking effective? How do we ensure that feedback and marking stick?

The best marking is detailed and helpful, balancing encouragement and support with challenging questions and suggestions for further work or thought

It will encourage children to take responsibility and think that they can do something about their work to improve it.

To be helpful to the child marking needs to be:

- Related to the learning objective/ success criteria, which has been shared with the child and related to the task, not the child
- Focused on particular aspects of work (not picking up on everything)
- Constructive and recognising effort as well as content
- Understood by the child, with a manageable response so they know what they have achieved and what they need to do next to progress
- Given sufficient response time the following lesson for children to reflect on it, clarify with the teacher if needed and react to it
- Appropriate to the child's age and ability in terms of language used and the task given (the comment should be differentiated to the child's maturity, marking can be used to extend and challenge children further, or help consolidate work)
- Regular and promptly after the work has been completed
- Consistent throughout the school, in line with this policy (i.e. consistent within subject areas and age groups)

Our Marking process:

- Giving instant feedback through marking in class is also encouraged- e.g. whilst walking around you can put a dot by something that the child needs to check,
- Summative marking can be carried out with the children as appropriate.
- All work must be marked and returned promptly
- Incomplete work should be finished where possible.
- Children should be given the opportunity to carry out peer marking and to regularly self-assess. This process must be scaffolded with the children according to their age and experience and discussed in relation to the success criteria.
- When marking, teachers should identify examples where the child has achieved, e.g. has met the learning objective, has met an existing target and adding brief comment e.g. 'good use of vocabulary'

- Spelling, punctuation and grammar in subjects other than English: Basics such as full stops and capital letters should be corrected/ commented on (with discretion for the child's ability).
- Teachers will assess children's attainment and annotate their work next to the learning objective with:

**WT (Working towards),
ME (Meeting Expectations)
GD (working at greater depth)**

- **Working Towards** – Children are accessing the curriculum below the expectations of their chronological age. They do not currently have the skills, knowledge and understanding required to achieve the assessment criteria. Children have demonstrated some capability of engaging with it but may need specific intervention and / or additional quality-first teaching in order to be confidently assessed as meeting expectations.
- **Meeting Expectations** – Children demonstrate they have met the Skills, Knowledge and Understanding of the assessment criteria required for their specific age group.
- **Greater Depth** – Children are judged as working at 'greater depth' when they are able to transfer and apply their knowledge and learning in different contexts. It is also where children can explain their understanding to others.

Marking and Feedback in the Early Years and Foundation Stage-

This includes:

- Dialogue with the children about what they are doing
- Verbal encouragement, guidance and praise
- Stickers/ Stamps
- Annotations and written observations and comments by staff
- Children beginning to comment and annotate their own work and photos
- Traffic lights used

Marking and Feedback in Lower School-

This includes:

- Verbal encouragement, guidance and praise
- Stickers/ Stamps
- 2 stars and a wish
- Traffic lights alongside learning objectives at the beginning and end of each topic
- Comments for pupils to respond to – mainly in year 2

Marking and Feedback in Upper school

The marking and response should form a dialogue between teacher and child. Sometimes the child will respond verbally and this should be recorded.

Wow and Now: teacher gives comment, including something positive-“Wow, you have....., Now try and..... Or Now can you..... (teachers use different variations of this model)

Purple pen:- children respond in purple pen so the response time is known as purple pen time. It helps to highlight the importance of responding.

Questions that promote reflection by the child, responses and dialogue include “Why have you done...” How could you improve...? “Is ___ correct?”

It is also useful to have some regular times when children are encouraged to go through their books and ensure all the titles and dates have been neatly underlined and outstanding spelling corrections have been done. If work is below par for presentation, part of it should be re-written to a high standard. This will help to highlight the importance of taking pride in your work, including presentation.

SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response.