Marking and Feedback Policy
October 2017

Saint Augustine Webster
Catholic Voluntary Academy

Mission Statement

The school will aim to:

- develop an awareness of God's love and presence in individual's lives and to elicit a response to that;

- help pupils to develop a reasoned set of attitudes, values and beliefs allowing the individual to make sound and moral judgements in the light of personal commitment to the Lord, Jesus Christ;

- make prayer, worship and liturgy valued experiences;

- develop real links with home and parish;

- create caring relationships with all those children and adults who are involved in the school.

Introduction.

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Saint Augustine Webster Catholic Voluntary Academy.

Please read this policy in conjunction with our other policies:

- SEND
- Disability and Equality
- Communication and Interaction

Rationale.

Saint Augustine Webster Catholic Voluntary Academy is committed to providing relevant 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, and evaluating how well the learning task has been understood. 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, so this policy is crucial for St Augustine Webster Catholic Voluntary Academy.

At Saint Augustine Catholic Voluntary Academy, we aim to:

- Provide consistency and continuity in marking throughout the academy so that children have a clear understanding of teacher 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.

Principles of Effective Marking.

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand vocabulary
- Be written in handwriting that is legible and a model for the child
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the process(whether oral or written) to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, eg science should be marked mainly for the science content, not the punctuation
- Be consistently followed by teachers and TAs across the school in line with the Marking and Feedback policy

- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures.

- Look for visible progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback
- Link marking to targets
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know
- Ensure that work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

The Five-step Marking Process.

1. Indicate success;
2. Indicate improvement/next steps;
3. Give an improvement suggestion;
4. Provide time for the child to reflect on and respond to the marking by making the improvement;
5. Check the child's improvement and initial or respond.

Effective Marking and Feedback Strategies.

Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. A VF symbol, at the end of a piece of work, should be used to acknowledge verbal feedback has been given.

Key word marking.

Key word marking is a system that helps to show the teacher whether or not their verbal feedback is effective. * symbol should be used if verbal advice has been given during the lesson, with the addition of the subject of the advice eg adjectives.

Success Criteria Checklists

Success Criteria Checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. Eg for older children:

Success Criteria Checklist	
Task: To write a formal letter	
• First paragraph: explain what letter is about.	
• Use at least 2 different connectives	
• Include no more than 2 rhetorical questions	
• Last paragraph: summarise your main points and demand compensation.	

Colour pens.

KS1

All marking, feedback comments etc should be completed in green pen.

KS2

All marking within the lesson should be completed in green pen. All marking, feedback comments etc outside of the class lesson should be completed in blue or black pen.

Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners.' Children should be trained to do this and ground rules set and displayed (Appendix 2), such as listening, confidentiality, etc. Children should point out things they like, then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of the children should be based on ability and trust. Children could highlight evidence of success or write a comment in a different colour pencil, which is then initialled.

Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both the success and areas for development against the learning objective/success criteria. A quality comment should help the child in 'closing the gap' between what he/she has achieved and what he/she could have achieved. Useful 'closing the gap' comments are:

A reminder prompt – e.g. 'What else could you say here?'

A scaffold prompt – e.g.' What was the dog's tail doing?' or 'The dog was so angry so he ………………'

An example prompt – e.g. 'Now choose one of these of your own: He ran round in circles looking for the rabbit/ The dog couldn't believe his eyes.'

Visible Progress.

In order to see visible progress, the phrase 'Now' is more useful than 'Next time.'

Pupil's reflection and making the improvement.

Classroom time is provided for the children to access the marking, find out where they have been successful and then make the appropriate improvements. This should be undertaken at a time of the teacher's choosing. Soft start time each morning is considered a good time. It should take no more than 5 minutes.

Check the child's improvement.

The teacher checks to make sure that the children have made improvements effectively and ticks this progress and initials it. If the children have not made sufficient improvement then this needs to be addressed using verbal feedback.

As a result of effective marking:

- Pupils' understand what they have done well.
- They are clear about how to improve.
- They make visible signs of improvement.

Monitoring.

Marking and Feedback will be monitored termly by the Senior Leadership Team and will form part of our annual monitoring cycle within classroom observation. (One of the 7 learning lenses.)

Review and Evaluation of the Policy.

The policy will be updated / reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the academy or externally.

Marking Code.

OA😊	Objective achieved
PA	Partially achieved
VF	Verbal feedback
*adj	Keyword marking in class.
A	Assistance from an adult needed to complete this work.
✓	This is good.
x	This is incorrect.
☞	Your next step is…………/Now…………
Sp	Spelling mistake, write it out 3 times below your work.
~~	This does not make sense.
O	Incorrect use of upper/lower case letters.
ʌ	Missing word(s)
P	Missing punctuation.
/	Space needed.
//	New paragraph needed.
	Initials of the teacher/TA.
ST	Marked by a supply teacher/student.

Our Charter on Marking Partnerships.

When we become marking partners, we agree to:
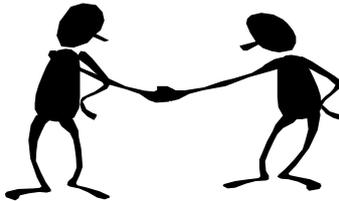
- Respect our partner's work because they have done their best and so their work has to be valued.
- Try to see how they have tackled the learning objective/ success criteria and only try to improve things that are to do with these.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective or fulfil the success criteria.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.