

St. Edmund's Catholic Primary School

Developmental Marking and Feedback Policy



Rationale

Marking is an essential part of the teaching and learning process. It informs planning and assessment. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much of activity in Foundation Stage and Key Stage 1 is practical and often response is verbal. A great deal of verbal praise is given. In order to urge them to progress and move their learning on, we use our judgement as professionals in a sensitive and constructive way when working with young learners.

We believe that the most effective way of marking for all pupils is through dialogue.

Through Marking Work and Providing Feedback We Aim to:

- assist learning
- provide information for assessment
- encourage, motivate, support and promote positive attitudes
- inform planning
- promote higher standards
- correct errors and clear up misunderstandings
- recognise achievement, presentation and effort
- show pupils that we value their work
- To allow pupils to reflect on their performance and to set new targets together with the teacher.

Objectives:

At St. Edmund's we try always to ensure that marking and feedback:

- Is constructive
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Informs pupils so that they know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Is positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between adult and child

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying their next steps.

Broad Guidelines

- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- Work is marked as promptly as possible, i.e. same day or next day.
- Green pen is used, and care is always taken to preserve the integrity of pupils' work.
- Teachers will indicate up to 3 spelling mistakes that they would expect the child to know. These will be written by the teacher in the margin or under the work and the child will write the words out three times at the start of the next session.
- There may be times when it is appropriate for a T.A. to annotate work.
- The child's name is used in the marking comment if possible.
- Homework is marked as rigorously as class work.
- Marking includes verbal and written feedback.

- The date, title of work and learning objective should be recorded by the children where possible and appropriate.
- Marking can sometimes be done in the classroom with the child or a group.
- Talk Partners may be used where appropriate and children are encouraged to evaluate their own and other's achievements against the learning objective, in verbal or written form.
- Self marking may form a small part of the marking regime through the use of Assessment for learning strategies.
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.

The Use of Rewards and Incentives

In accordance with our Behaviour Policy teachers establish their own reward systems, appropriate to the age and needs of the children in their class. These may be in the form of house points, stamps, stickers and certificates. Class valuing of work by celebrating and sharing - teachers may on occasion select children to show outstanding work (or work which represents outstanding progress) in the whole school celebration assembly which takes place each Friday.

Planning and Assessment

Marking informs planning and provides information for assessment.

Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgement when deciding how many corrections to mark.

Teachers may plan to mark groups of work, so that they can focus on developing particular objectives with targeted groups.

Marking is for the direct benefit and improvement of the children's work. Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

Time is given to pupils to reflect upon marking to ensure that they benefit from it. The teacher should give an indication of how the work could be even better and may assign a 'closing the gap' task to be completed at the beginning of the next session. Children are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Monitoring, Evaluation and Review

A key aspect of the Assessment Coordinator's role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources.

Staff Development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training. Training needs may also be identified by the subject leader or the leadership team. Training may be provided in a number of ways including in school provision or attendance on courses away from school. The subject leader will ensure that staff are aware of training opportunities.

The Assessment Co-ordinator will:

- monitor the implementation of the marking policy.
- use assessment data to monitor progress.
- support staff with new ideas, resources and materials relevant to the policy.
- monitor standards and lead work sampling sessions where staff moderate marking across the school.
- make recommendations for further improvement.

Review

This policy will be reviewed annually by the Assessment Coordinator. Any recommendations that come from this review will be discussed with the Headteacher and ratified after further discussion with the teaching staff and appropriate committee of the governing body.

Headteacher Date

Agreed by Governors on