

MARKING AND FEEDBACK POLICY

At Wickersley St Alban's C of E Primary School we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

1. Aims:

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- promote self-assessment,, recognise their difficulties and accept guidance
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress.
- inform future lesson-planning.

2. Principles of marking and feedback:

- The process of marking and offering feedback should be a positive one.
- Where appropriate, individual learning targets are acknowledged.
- Comments should be appropriate to the age and ability of the child.
- Children could self and peer assess when appropriate.
- *The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.*

3. General Guidance to teachers

Assessment and feedback during the Lesson

- The teacher will share the learning objective and success criteria
- Teachers should aim to provide verbal feedback where possible during the lesson and indicate this on the child's work, therefore showing impact on learning for the remainder of the child's learning within the lesson.

Assessment & Feedback after the lesson

- Agreed marking symbols will be used (see appendix 1)
- Written comments should be neat and legible
- The teacher will give feedback or mark work, and where appropriate will give a way forward for the child to reflect or act upon immediately or prior to the next lesson.
- KS2: in literacy books, children should write on the right hand side of the page to allow corrections/ response to marking to be done on the left hand side of the page.
- Teachers should plan opportunities regularly for children to look at and respond to feedback/ marking

- Any corrections/ editing carried out by the children in response to marking should be carried out using a purple pen (power purple)
- The teacher should mark work prior to the next lesson.

Pupil Self and Peer Assessment

Peer Assessment is where a pupil's work is judged by fellow pupils. Self Assessment involves pupils making judgments about their own work. These strategies enable children to have a clearer view of their own learning and ways to improve, they therefore become more independent and driven in their learning.

Self Assessment:

- Children will self assess their own work regularly in some format, against the success criteria, where appropriate.
- Time will be set aside to allow this to happen
- Strategies for self assessment are flexible to suit the age and stage of the child

Peer Assessment:






- Children will have regular opportunities to peer assess.
- Children will be fully aware of the criteria to assess their peers against and will have been taught the correct manner in which to do this e.g. listening carefully, being positive and constructive

It is important that when any self or peer assessment has taken place that teachers take the time to check it.

Conclusion:

This policy's principles and practice have been agreed by the staff of St Albans Primary School and monitoring and evaluation will take place periodically to ensure that it is applied consistently throughout the school.

Appendix 1
 Marking/Redrafting Symbols

Symbol	Function
	This is good! – Comment. In KS2 it may be more appropriate to not use the smiley face and simply tick and add a comment of praise.
	Achieved objective for the lesson.
	Child has had some support – specify the type of support provided.
	Work completed independently with no support at all, including input from teacher.
	Verbal Feedback given. Specify what aspect of the work has been commented on e.g. VF – Capital letters.
TA	Marked by TA.
PM	Peer marking
SM	Self marking