



Marking and Feedback Policy

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RATIONALE

At St. Anne's Fulshaw we believe that marking and feedback support pupils' learning and progress and are a key element in our assessment procedures. It is important that children are encouraged and supported and that their efforts are rewarded and acknowledged not only verbally, but by written comments in their work, where appropriate.

This is our agreed policy for marking children's work, and providing feedback, to ensure consistency of approach across the whole school.

AIMS

- to inform the child that work has been seen by the teacher and that it is valued
- to help the child make appropriate progress, according to ability by identifying next steps in learning where appropriate
- to encourage and inspire the child
- to celebrate success
- to enable the teacher to make decisions about learning needs
- to enable the teacher to make a well-informed judgement about pupils' achievement

METHOD

- Children's work should be marked regularly. This will enable appropriate help to be given, and ensure a match to future learning.
- Children should be involved in evaluating their learning by carefully checking it and through discussion with teachers, supporting adults and their peers where appropriate.
- Written comments on work should be constructive and helpful to the child. Staff may identify key strengths and next steps in learning. Comments, stickers and team points may also be used to recognise effort and a pupil's positive attitude to learning. If a piece of work is unsatisfactory, the written comments should encourage the child to improve, or give specific guidance about how improvement might take place.
- Work should be marked in green ink. Particular strengths in pupils' work may be highlighted in pink pen.
- In Key Stage 1 and 2, teachers should highlight incorrect spellings and ask the child to re-write them correctly. Depending on the focus of the task, pupils may not be expected to correct every spelling in each piece of work. Teachers should use their skill and judgement as to what might be realistically achievable. Incorrectly spelt words should be underlined and "sp" written in the margin from Class 3 onwards.

- In Key Stage 1, teachers should write the correct word as near to the incorrect word as possible, they should do this when appropriate. (It is important not to discourage children from using adventurous and ambitious vocabulary which they may not be able to spell correctly.)
- Marking in all subjects should be focused on the learning that has taken place; comments should primarily be subject specific. Staff expect standards of presentation to be high and for pupils to demonstrate pride in their work.
- Staff should provide parents with an appropriate level of clarity as a guide for marking homework with older children, especially in mathematics.
- If Education City tasks are given as homework, then staff will advise parents of how children's performance is monitored and how this feeds into their assessment of pupil progress.
- Teachers and support staff will use assessment grids to record pupils' achievement in all subjects. Staff will make an overall judgement about whether pupils are working towards, working at or working above age related expectations

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