



SOUTH DARLEY C of E PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Person/Committee responsible for reviewing/updating this plan	Standards and Achievements Sub-committee
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South Darley C. E. Primary School

Marking and Feedback Policy

This policy defines the principles and strategies for achieving effective feedback and constructive responses to learning

Effective feedback is integral to effective teaching and learning. It occurs in the communication of explicit intentions and expectations for the learner and learning, in teacher/pupil and pupil/pupil interaction and in constructive responses to learning, marking of work, focused reflection and plenary discussions.

Aims

1. To develop pupils who, as reflective learners, feel involved in their own learning and are aware of their own progress.
2. To raise attainment and maximise progress for all pupils.
3. To ensure effective practice in and links between teaching and learning.
4. To ensure marking and feedback is effective whilst not putting undue pressure on teacher workload.

Objectives

1. To be meaningful and constructive, feedback to pupils should be based around shared objectives and success criteria.
2. Pupils are encouraged to reflect on themselves and their peers as learners.
3. Feedback is selective, focused and constructive, indicating where success has been achieved and how progress might be made.
4. Feedback focuses on the progress of the individual rather than comparison with others.
5. Feedback is seen as an essential and valued part of the learning process, encouraging and enabling pupils to strive for progress.
6. Feedback is readily accessible and meaningful to the pupil.
7. Pupils are aware of the 'next steps' for progress in their learning and increasingly involved in determining what these might be.

Strategies for Implementation

Learning objectives for tasks will be shared with pupils at the outset of each activity in the following ways:

- By being expressed in pupil friendly language
- By being talked through at the beginning of the session and repeated reference and reminders throughout the session
- The title of written work in Maths and English books reflecting the objectives for the work where appropriate
- By reinforcement through teacher intervention, for example 'think again about what you are trying to learn/achieve' or 'can you remember why we said we were doing this activity?'

Pupils will be made explicitly aware of what achievement will mean in relation to the given task (share the success criteria) in the following ways:

- Through discussion at the beginning of the task with the whole class/group
- Through effective questioning and interaction with groups and individuals

Pupils will be encouraged to reflect on their learning, development and achievement in relation to the shared objectives/criteria in the following ways:

- By maximising opportunities for reflective, whole class and group plenary sessions across the curriculum.
- By modelling, and encouraging pupils to use, questions which enable/require the learner to think about what it is they have learned
- By assessing themselves against the learning objective each lesson.
- By group and paired discussion with peers at the end of sessions as appropriate
- By seeing themselves as 'first markers' of their own work having a checklist for self review of writing displayed in the classroom

Pupils will be made aware of where the stated objectives were successfully met by:

- Selective marking which focuses on the shared objectives rather than all aspects of the work
- Some indication (sticker, double tick, house point, yellow and handwritten comment, verbal feedback- depending on the age/maturity level of the child) to show where the objective has been successfully achieved
- Some comment or sticker/stamp at the end of the work to show continuous effort throughout the work.
- Written comments, including an opportunity for children to respond.
- The teacher will indicate where they have spoken to the child and helped them to improve their work.

Pupils will be made aware of a manageable number of areas in which improvement/progress could be made in their work and the strategies for achieving this by:

- Written comments
- Some indication to show that the child will need to come back to this objective at a later date.
- Some indication to the child of where they need to look at particular examples again.
- Some comment will indicate where the objective has not been achieved through lack of effort.

When marking pupil outcomes:

- Pupils can read and understand the marks teachers make on their work, or are made aware of them verbally. This may occur when the work is marked with the pupil and may only consist of a brief indicator to remind the pupil of the focus of the discussion.
- Pupils are encouraged to read and reflect on teacher annotations, e.g. take 2 minutes to look at marked work/read teachers comments
- Pupils written and verbal feedback is encouraged

Individual learning targets are communicated to pupils and progress monitored in the following ways:

- Class targets/objectives may be displayed
- Group targets may be displayed on walls or book covers
- Verbally
- Written comments
- Formal assessment
- Informal assessment
- All teachers give the children guidance (in relation to individual needs) on targets to inform the next session

Pupils are involved in discussing and reviewing progress against their own targets in the following ways:

- Discussion with the class teacher
- In individual teacher/pupil conferences
- By deciding personally when they feel current targets have been completed and initiating discussion with teachers at KS2

Monitoring and Evaluation

The implementation of this policy may be monitored in the following ways:

- Systematic tracking of the work and records of pupils in a class by the Headteacher
- Subject leader review and staff meeting joint moderation
- Discussions with pupils about how they perceive the feedback they receive and the targets that they are given

Review

This policy will be formally reviewed April 2023