Bluecoat C of E Primary School, Great Torrington

Marking and Feedback Policy
Sept 2013

What is the purpose of this policy?

This policy forms an appendix to Bluecoat C of E Primary School's Teaching and Learning Policy. The purpose of this policy is to set out agreed principles and practice relating to marking and feedback in our school. All staff working at Bluecoat C of E Primary School will be familiar with, and will adhere to, this policy.

Through implementation of this policy we will:

- establish consistent expectations with regard to marking and feedback across our school

- support the development of constructive self and peer assessment

- promote a culture in which achievements across all areas of learning are celebrated

- create an ethos where a positive approach to self-evaluation and self-improvement are an integral part of the learning process

What does effective marking and feedback look like?

Effective marking and feedback:

- is clear, focused and concise

- highlights and celebrates successful features of pupils' work

- models expectations for pupils – e.g. is grammatically correct and is written neatly with appropriate handwriting joins etc.

- includes next steps for pupils to focus on

What will teachers do?

Teachers will:

- recognise that providing constructive feedback is an integral aspect of teaching and learning and incorporate it into all aspects of their provision accordingly

- recognize the links between observation, assessment, marking and feedback and ensure that assessment information informs curriculum planning

- promote the vocabulary of 'Building Learning Power'

- provide regular formal feedback as follows:

    - EYFS - mark work with the child during and following adult focused sessions; share portfolios with parents and children half-termly

    - KS1 - mark work during and following guided sessions and independent sessions where task sheets are used, as appropriate

    - LKS2 – mark work during and following guided sessions and independent sessions where task sheets are used, as appropriate

    - KS2 – mark independent work, as appropriate to task, and provide verbal feedback during guided sessions

- ensure that sufficient time is allocated for pupils to reflect on and respond to marking and feedback by building this into the learning cycle

- establish and embed a culture of constructive self and peer assessment, ensuring that pupil's routinely read through and review their work before completion, sometimes with a partner

- ensure that feedback is constructive and builds systematically on prior achievements, acknowledging successes as well as highlighting areas for improvement

- focus on providing feedback linked to specific objectives, or agreed targets, and involve pupils in setting and reviewing their targets, where appropriate

- recognize that correcting every mistake can be disheartening and use their professional judgment accordingly, ensuring that pupils are aware of the focus taken (e.g. through learning objectives / success criteria)

- use the agreed symbols (set out in Appendix 1) when marking pupils' written work and ensure that these are understood by pupils, support staff and parents

- initial their marking and feedback to show who has completed it

- evaluate the quality of their feedback through pupils responses and develop their practice accordingly

What will support staff do?

- Support teachers with all aspects of this policy, as appropriate, recognising that marking and feedback is an integral part of their role

- ensure that they have the skills to mark work appropriately and model expectations for pupils, including use of correct grammar, spelling, handwriting joins etc.

- initial their marking to show who has completed it

- ensure that they are aware of targets for individual pupils, including those with SEN and AGT Individual Education Plans

- take responsibility for following up on and reinforcing comments made by teaching staff

What will pupils do?

- use time given for reflecting on marking and feedback constructively

- actively engage in next steps and targets as ways to promote their learning

- use self-evaluation, peer assessment and editing as an integral part of the learning process

- use the appropriate vocabulary, including the language of BLP, to discuss their learning, referring to learning objectives and individual personal targets

What can parents and carers do to help?

- engage with their children in home learning tasks and ensure these are completed

- talk to their children about their learning using pupils' learning journals as a stimulus, as appropriate

- take up opportunities to look at pupils work and talk to teachers about their children's progress

How will we ensure that the quality of marking and feedback is maintained?

We will monitor and evaluate the quality of marking and feedback through:

- including it as a focus in observations
- undertaking regular work scrutiny sessions within Key Stages and as a whole school
- ensuring it is an integral element of subject focus weeks
- undertaking termly pupil interviews
- incorporating it as an element of performance management within the context of effective teaching and learning, as appropriate

APPENDIX 1 – SYMBOLS USED TO PROVIDE FEEDBACK FOR WRITTEN WORK

Pupils' work will generally be marked in blue pen. All adults will initial work that they have marked. The symbols below will be used throughout the school to support the marking process.

Symbol	Meaning	Notes
Tick	Indicates success	Acknowledges progress the pupil has made towards the learning objective/success criteria.
Smiley face	Celebrates particular achievement	Acknowledges particular effort or progress made by the pupil or a specific achievement related to the learning objective/success criteria.
Arrow …….	Indicates next steps / how work can be further improved	Annotated comment next to the arrow outlines an area to develop. This should be displayed on next page, where appropriate, as a reminder.
Question mark within a cloud	Identifies points to reflect on	Encourages pupils to reflect on particular aspects of their work. Should be followed up with dialogue, as appropriate.
Light bulb	Acknowledges creative thinking or a great idea	Often a 'wow' moment indicating something worth following up and building on.
Highligter Yellow (used by adults) Orange (used by pupils)	Identifies specific examples of success within a piece of work – used by child	Highlight parts of the pupil's work that show they have achieved the learning objective/success criteria. E.g. successful use of adverbs.
Indent	Indicates that finger spaces are needed (or that they have been used correctly if accompanied by a tick)	Shows pupils that they need to remember to use clear finger spaces next time.

Asterisk followed by _ _ _ _ _	Indicates that a word has been spelt wrong and the correct spelling needs to be learnt.	Pupils should identify the word concerned from the asterix within the text and write the correct spelling underneath their work, as indicated.
Capital letter / Punctuation etc within a circle	Acknowledges that a pupil has used capital letters or specified punctuation correctly when used with a tick. Indicates that they need to remember to use capital letters or specified punctuation next time when used with an asterix.	See below.
Asterisk followed by specific form of punctuation / grammar within a circle	Indicates that incorrect punctuation has been used and the correct use of punctuation / grammar needs to be learnt	Pupils should identify the mistake concerned from the asterix within the text and correct it underneath their work, as indicated.
Asterisk and empty box	Indicates that a number sentence has been answered incorrectly and needs to be corrected	If a number sentence or word problem has been answered incorrectly, a box next to the incorrect answer should indicate to the pupil that they need to correct it.
Symbols indication level of adult support	Indicates that the activity was: T – Teacher led / TA – TA led / I – Independent activity / P – carried out collaboratively with a partner or partners	These symbols can be used to show the level of support the pupil received with a particular activity.

Marking and Feedback Symbols

	Well done.
	This is excellent, well done!
	Next time remember to …
	Have a think about this and come and talk to me
	Wow! An excellent idea. I like your thinking
	Please remember your finger spaces
	Please remember to start a new paragraph
	This is how you spell this word, please write it out again
	Please try this Maths problem again
	You have forgotten your capital letters, please check your work.
	You have forgotten this punctuation or made a mistake, please check your work