

St Kenelm's C of E Primary School



Marking and Feedback Policy

November 2022

Nurturing each and all. Guiding, trusting, inspiring and celebrating.

Our Vision, Values and Ethos

Our Vision

Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.

Our Values

Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

Marking and Feedback Policy

INTRODUCTION

Marking and Feedback is an essential part of planning, teaching, learning and assessment. It should respond to children's work through constructive comments that acknowledge pupils' achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards.

Effective marking allows for self-assessment, where the child can recognise the next steps in their learning. It also encourages them to accept help from others.

At St Kenelm's School, we aim to mark positively whenever possible to enhance self-esteem and confidence.

Effective marking should:

- Evaluate and assess children's learning
- Tell pupils how well they are doing
- Teach pupils what they need to do to improve
- Leave pupils with action points when appropriate
- Show them their work is valued
- Provide sensible advice
- Establish continuity in comments from one piece of work to the next
- Be consistent across the school, whilst recognising different needs in different classrooms
- Inform future planning and learning
- Help parents to understand the strengths and areas to develop in their children's work

RESPONSIBILITIES

The Headteacher/Senior Leadership will:

- Monitor marking and feedback through children's work and discussion with children.
- Support staff feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing policy.

Teachers will:

Ensure that marking and feedback will:

- 1 Give recognition and appropriate praise for achievement;
- 2 Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs;
- 3 Give clear strategies for improvement;
- 4 Respond to individual learning needs, marking face-to-face, at a distance, providing opportunities for independent and peer marking;
- 5 Use assessment and marking to inform future planning and individual target setting where necessary.
- 6 Teacher comments should be clear and legible and reflect the school's handwriting policy.

Teaching and Learning Support Staff will:

- Ensure that they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations.
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- Give feedback to class teacher to assist in future planning.

Parents will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning;
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement;
- Encouraged to understand that their child's developing independence, responsibility for their learning and understanding of how to improve their own work are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

FORMS OF MARKING AND FEEDBACK

At St Kenelm's School, we recognise that a variety of marking strategies should be used on a daily basis to support the learning of our children. All comments made by staff are expected to be written in a neat, legible handwriting style.

Verbal Feedback

- St Kenelm's School recognises the importance of children receiving regular oral feedback. Adults talk to children about how they have met the learning objective and their success criteria. Through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice. Children of all ages need verbal feedback, but this is particularly important in EYFS, Y1 and some SEND pupils who are unable to read a written comment.

Self-Marking

- Children are given the opportunity to mark, correct and edit their own work. This is guided by a teacher and gives them the ability to understand where errors have been made and raise questions to understand why those errors have been made. This provides a valuable opportunity in developing their understanding through marking.

Paired Marking

- Children are asked to mark the work of another class member as part of effective teaching and learning practice. Children should do this in pairs so that the author has ownership of the work.

Next Step Marking and Feedback

This is carried out by the teacher or other adult. It should be of the highest quality and, to be effective, should include these elements:

- Positive comments about what the learner has done well, focusing on the learning expectations for a particular piece of work.
- A brief indication of how improvement can be made with a next step included. The purpose of a next steps activity is:

- To Remind
- To Extend
- To Support
- To Practice

Examples of next steps:

- A simple reminder of what could be improved; e.g. *'What else could you say here? Can you think of a better word for bad? Next time try to remember...'*
- Provide some support, e.g. *'What was the dog's tail doing?'*, or *'Describe the expression on the girl's face.'*
- Extend thinking, e.g. *'Write a word problem using this calculation.'*
- A choice of actual words or phrases, e.g. *'Choose one of these: The worried man ran headlong down the deserted street; Anxiously, the man careered down the empty streets.'*
- Practice a skill: *'Write three sentences with an adverb from the list.'*

MARKING WITHIN SUBJECTS

English, Mathematics

- In KS1 and KS2, writing in English lessons needs to be marked using sunshine yellow, for work that has met the objectives, or is very good, and builder blue for work that has not met the objectives and needs more practice. This will support adults and children to focus on aspects of writing that are or are not evident in their writing that need addressing and will support next step marking and teaching.
- Some spelling mistakes need to be identified in written work and opportunities for children to correct spellings. These should be identified and from year one upwards, children find words using word cards to correct their own and to work out which spelling is incorrect. It is not necessary to identify every spelling mistake in the work. Spellings that are identified should link to common exception words from current or previous year groups or words linking to those explored in spelling lessons or specific vocabulary relating to the work.

Science

- All Science written work should have at least a tick to acknowledge the work or an acknowledgement sentence/ short phrase or symbol e.g. smiley face to recognise the work a child has done.
- Next steps marking should take place where appropriate.

Topic, RE and Spanish (KS2)

- Some subjects are difficult to mark due to their practical nature, and it is recognised that much of this may be group or peer marked.
- Spelling mistakes/ basic punctuation errors need to be identified and opportunities given for children to correct these.

MARKING AND FEEDBACK IN EYFS

Marking and feedback in EYFS will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning
- Annotation of photographic evidence in Learning Journeys
- Some written observations within their Learning Journeys
- School reward system to celebrate their achievements – stickers, Inspirational assembly and Wow moments.

Moderation

Opportunities for work to be marked with other teachers will be provided as necessary to develop consistency of expectations and moderation of standards.

Monitoring and Evaluation

Samples of work from each class will be reviewed to monitor and evaluate children's progress and attainment three times per year.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Teachers will feedback concerning the usefulness and manageability of the marking system.
- Consistency in teacher's marking across the school.
- An awareness on the part of the pupils of what is expected of them.

Date Reviewed:
November 2022

Next Review Date:
November 2024

Signed.....
Chair of Governors