



The John Wesley Church of England and Methodist Aided Primary School

Feedback and Marking Policy

Written	March 2021
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Date Policy to be Reviewed	March 2023

FEEDBACK AND MARKING POLICY

1. INTRODUCTION

The John Wesley CEMP School, we believe that the nature of feedback given to children will have a direct bearing on learning attitudes and future achievement. Therefore through our feedback and marking we aim to raise self-esteem and achievement in all areas of the curriculum.

“Teacher assessment is first and foremost about helping children to learn”

2. RATIONALE

Assessment lies at the heart of the process of promoting children’s learning. It provides a framework within which educational objectives may be set and children’s progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

3. PURPOSE OF FEEDBACK AND MARKING

- To recognise, encourage, reward children’s effort and achievement, and celebrate success.
- To provide consistency and continuity in marking throughout the school so that children have clear understanding of teacher expectations.
- To provide a dialogue between child and teacher with clear appropriate feedback about strengths and areas of development in their work.
- To teach children to self-evaluate and to improve their confidence in reviewing their own work.
- To increase children’s self-esteem and awareness of how to improve.
- To give regular opportunities to use and apply their skills through ‘next step’ tasks and extension tasks which deepen their learning.
- To support assessment for learning, target setting and reporting to parents.

4. KEY PRINCIPLES

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that:

- Whenever possible feedback and marking will take place with the children e.g when teacher or teaching assistant are working with a group.
- The children are made aware of learning objectives/ success criteria and any feedback will be focused on that objective for that lesson.
- The learning needs of individual children are understood, work and feedback are appropriate.

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- Feedback and marking acknowledge achievement as well as indicating points for development.
- When appropriate, feedback and marking will be linked to the targets for success and the 21 STEPS planning and assessment criteria.

5. TYPES OF ASSESSMENT

Summative:

These occur at defined periods of the academic year such as pre-determined SATs tests in Y6, the Year 1 Phonics screening check, Year 4 Multiplication Tables Check and a range of standardised tests.

Formative:

This is the ongoing assessment carried out by teachers informally during a unit of work. The results of formative assessments have a direct impact on what the teachers plan and strategies they employ for the next part of the children's learning journey. Results and observations are kept in teacher's own record books, or the children's own books.

ASSESSMENT FOR LEARNING is vital to this process. Through a range of strategies a teacher can assess where a child is at in their learning and what they need to do to progress to the next stage. Children are involved in this process to ensure that they know what is being taught and how they know that they have achieved this. Day to day assessment strategies include questioning, observing, discussing, analysing, checking children's understanding, engaging children in the review process- peer and self-assessment and marking.

6. MARKING

All marking should be **meaningful, manageable and motivating**.

Meaningful: marking varies by age group, subject, and what works best for the child and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of teachers and the time for children to respond to the feedback.

Motivating: Marking should help to motivate children to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than the children, this can become a disincentive for children to accept challenges and take responsibility for improving their work.

7. WRITTEN FEEDBACK

- Must be legible and clear in meaning as well as age appropriate

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- Must be developmental/supportive i.e. children will find out their achievement against the learning intention and what the next learning step will be.

8. ORAL FEEDBACK

- Is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions in the moment.
- The quality of thinking can be higher if the feedback is oral especially with younger children.
- Is usually interactive and developmental. It may give reassurance or a quick check on progress.
- The effect of teacher comments will be seen in a child's response when moving onto the next learning step.
- May be in the form of learning conference.
- This could be with individuals, groups or the whole class during or at the end of a lesson.
- Children may self-mark work during an oral feedback session.

9. SUPPORT STAFF

Mark the work of groups of pupils with whom they have been working. When they mark work they will follow the guidelines at the end of this policy: to identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be reviewed and discussed with the class teacher.

10. SEN AND INCLUSION

Effective feedback and marking must be accessible to all children and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a children's Personalised Provision Plan as required.

11. RESPONSIBILITIES

It is the responsibility of the class teachers to ensure that this policy is consistently used, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with children to ensure it is consistently adhered to.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils.

12. MONITORING AND EVALUATION

Monitoring of the policy will be through work scrutiny led by the Headteacher and SLT as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

By applying these principles, we will maintain a consistency throughout the school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.





13. WHOLE SCHOOL MARKING PRACTICE

- When written feedback is provided, time needs to be built into lessons/activity sessions for children to reflect on marking and to respond to it. This may be an interactive/questioning session or morning work during registration time.
- It would be expected that verbal feedback is used and annotated (VF) for all of Year 1 and the first part of Year 2.
- Children need to respond to marking therefore marking needs to be explicit about what the individual needs to do.
It could:
 - Inform the child of the progress they are making.
 - Correct mistakes.
 - Comment on part of the work that shows good practice.
 - Comments may acknowledge an achievement or improvement required against the learning objective/target for success.
 - Indicate the next target/step the child needs to work towards.
 - Include a comment for improvement.
 - Comment on an area for the child to review, edit and improve.
 - Set a challenge to extend the learning.
- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise a child.
- Focus group sessions should include time for giving children feedback.
- Quality developmental marking by the teacher will occur once per week per child for both maths and English.
- Written comments will be completed using any colour other than blue or purple. (Blue the children use for their work and purple for their response to feedback)
- Teachers should highlight the good elements of the children's work using a star and highlight the areas that need improvement by underlining them. (See codes and symbols)
- When the learning objective or task is 'specific' the feedback is likely to be oral or self-marked.
- When the learning objective is an application, the feedback could be oral or written depending on the age of the child.
- Spelling, punctuation and handwriting will be commented on if it is appropriate for that child or if it is within the context of the lesson.
- If a child makes a few errors in their spellings then these errors will be marked wrong by circling the mistake, which may be a whole word or only part of a word. The children will be asked to correct those errors at the start of the next lesson by looking up the spelling or copying out the correct spelling (depending on age). If a child has made a lot of mistakes, only the first few spellings will be circled.
- If a child makes a few errors in their maths then these errors will be marked wrong by circling the mistake. The children will be asked to correct those errors at the start of the next lesson by rewriting the calculation and the answer. If a child has made lots of

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- Within the lesson the child should be encouraged to seek help to understand the concept eg partner work to promote resilience and independence and further enhance behaviours for learning.
- Children will be gradually trained as they get older to identify their own success and improvement needs either alone, in pairs or as response partners.
- Final best copies will not be marked.
- Rewards that reinforce feedback and marking may be used at the teacher's discretion.

Symbol or Code*	Use and example
	Use a star to show where work is good.
	Arrows like either of these to be used to indicate part of the work that needs reviewing and editing. The ... gives capacity to indicate a whole paragraph without underlining the whole thing.
	Up level the work or move on to the next challenge.
	Circle around mistakes in maths and for spellings / punctuation
VF	Verbal feedback
S	Supported (by an adult)
PS	Partner support
I	Independent working
S → I	Support but moved to being independent
LOa	Learning objective achieved (End of week/unit)
LOpa	Learning objective partly achieved (End of week/unit)
LOna	Learning objective not achieved (End of week/unit)
1hp	1 house point

* Symbols and codes will be the colour in which you are marking.



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