

*Lady Katherine Leveson
Church of England
Primary School*



Policy for :

Marking and Feedback

Responsibility :

*Assessment for Learning Leader
and all staff*

Developed:

Spring 2007

Evaluation:

*Annually (each Summer
Term)*

Policy for Marking and Feedback

Lady Katherine Leveson C of E Primary School believes that all children have a right to clear feedback that is focused on improving their learning and develops children's involvement in, and therefore understanding of their learning.

Executive Summary

Purpose

- To provide clear feedback to children in order to enhance and move on their learning
- To involve children in their learning and to develop them as learners
- To demonstrate that children's work is valued.

Rationale

- To ensure that all children in our school make excellent progress across the school

Key Principles

A clear, practical marking and feedback policy ensures that children will make excellent progress and feel valued as learners. It also ensures that staff are able to work within a consistent marking and feedback system that allows for the use of symbols and highlighters, where appropriate, so that a minimum of time is used to maximum effect.

Actions

- The implementation of this policy is monitored by the Assessment for Learning Leader
- The Governors' Curriculum Committee participate in the evaluation, through the report of the AfL leader, to ensure its efficacy.

Approved 2nd June 2008

Related documents:

Teaching for Learning policy

Home School Contract

Homework Policy

Introduction

This document is a statement of the aims, principles and strategies for Marking and Feedback at Lady Katherine Leveson C of E Primary School. It was developed by the staff after both consultation with children and a trial, in the Autumn term of 2007. It was approved by the Governing Body on 2nd June 2008. The policy is reviewed annually.

The views of parents and pupils are sought during the evaluation process.

What is Marking and Feedback?

Marking and Feedback is the process by which staff give information to children regarding their work and learning. It can either be oral or written and uses symbols and highlighters consistently throughout school, so that children clearly understand what is being communicated to them. Marking and Feedback also involves the development of children's Peer and Self assessment skills, in order to fully involve them in their learning.

Why is a Marking and Feedback Policy necessary?

The policy is to ensure that all staff are clear with regard to the procedure and system and so that we use it consistently across school, so that children's learning journey is both smooth and successful.

Lady Katherine Leveson C of E Primary School Marking and Feedback System:

All marking is done in green.

No crosses are used, just dots.

Children's corrections are done without rubbing out the original error.

All work is marked or responded to.

This can be -
Orally (ie in response to a child's research or performance etc)
Whole class feedback eg Art, PE
Focused marking
Marking partners
As part of a group
Initialled and highlighted - the teacher initials to say that they have seen the work, and highlights something that has been done well and something for improvement

Symbols -
V (standing for verbal) for discussion + brief notes
Initial and highlighted tick and star
P - practical work today - put the WALT (the objective) and the date.
Peer and Self - tick and star and then teacher comments.
Focused marking - tick and star comment, as well as spellings corrected
I - independent
H - with help
G - grasped WALT (the objective)

Guidance for teachers:

Groups should be doing different activities –

1 group with the teacher, so work is marked verbally, with V (for verbal) written and a brief note of the discussion.

1 group - practical - no marking - engaging and interesting

1 group - focused marking

1 group - peer assessment - children know about themselves as learners and open a dialogue

1 group - self assessment - staff only need to read and make a comment, either agreeing, or modelling it, by pointing them in the right direction!

Any absence is recorded in the book, together with the date, so that staff are aware of what has been missed.

Timing of marking:

Work should be marked as soon as possible after the learning has taken place; if marking is not kept up to date, then the children are not getting their feedback. Marking should be completed before the next lesson takes place in order to inform children of success and which areas to improve. Clearly there are occasions when this is not possible, but this should be the exception rather than the rule, and the children should always be told why the work is not marked.

Anne Byrne, Assessment for Learning Leader, February 2008