

# Marking & Feedback Procedures



**Date: June 2021**

## St Blasius Shanklin C of E Primary Academy Marking & Feedback Procedures

### Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	March 2017	CW	Govs	New policy
2	June 2018	SW	Govs	Updated policy
3	June 2019	CW	LGB	Reviewed policy
4	June 2020	CW	LGB	Reviewed policy
5	June 2021	NM	SLT	Reviewed policy, use of DFE Work reduction toolkit to update and revise; non-statutory so local/SLT agreed

# St Blasius Shanklin C of E Primary Academy

## Marking & Feedback Procedures

For the purpose of this document, marking includes feedback in all its forms.

St Blasius Academy is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked, where the learner is actively involved in the process.

Our revised procedures aim to eliminate detailed or extensive marking which does not have a significant impact on pupils' learning.

### **We aim to:**

Use the marking system as a tool for formative on-going assessment.

Improve standards by encouraging children to give their best and improve on their last piece of work.

Develop children's self-esteem through praise and valuing their achievements.

Create a dialogue which will aid progression.

### **Marking should:**

- Be positive, motivating and constructive.
- Be at the child's level of comprehension.
- Not penalise children's attempts to expand their vocabulary.
- Move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child's understanding or ability to do something

### **Marking should:**

Step 1: Celebrate success

Step 2: Indicate where improvement is required

Step 3: Give improvement suggestions / model a process

Step 4: Support the child to make the improvement required

### **Symbols used:**

V	Verbal feedback (indicate briefly what this was e.g. punctuation)
I	Independent work
S	Supported
Smiley face	Objective met
Underline	Highlight an error
Other stamps/stickers can be given as a motivational tool.	

## **Teacher Feedback**

Day-to-day assessment enables teachers to provide pupils with immediate feedback, relevant next steps, suitable support and personalised targets. It also helps them to adjust their short-term planning in line with their pupils' needs.

For all subjects, work is ticked and the symbols listed above may be used to indicate that the teacher has read the pupil's work and given feedback. Some pieces of work will require deeper marking. In Maths, a dot (rather than a cross) is used to show an answer needs checking / correcting.

Verbal/written feedback will indicate where improvements are required and make suggestions as to what these might be to enable pupils to take ownership of their own progress. Next steps symbols / stamps may be used. Teachers' marking will be written in green pen. Feedback will be related to the learning objective/s, plus any aspects of the subject considered 'non-negotiable' for the age/stage the child is at.

Sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage staff to use their professional judgement to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment needs to be based on what will most positively impact that child's progress.

## **Self-Review and Peer Feedback**

Dialogue between children about learning is an important skill that we seek to develop throughout the academy. There will be opportunities for pupils to mark and improve their own work using a purple 'polishing' pen. Pupils may also be encouraged to self-assess their learning with a smiley face, use traffic-light colour codes or add a brief comment. It can be helpful for pupils to assess the work of others in the class; this feedback may be either verbal or written. If it is written, this will be done in a different coloured pen (not purple or green) and the child reviewer will initial any comments.

## **Support for staff**

Our SLT will work to ensure our feedback to staff reflects this policy and, if there are queries, will have professional dialogues with you to understand why you have made certain choices and to offer further support and guidance where it might be required. Whilst this level of professional decision making is our ultimate goal, we understand that these judgements are difficult and, often, it can take time to develop a real understanding of when to use most effectively a particular type of feedback. If you are ever unsure, please speak to another member of staff, Phase Leader or member of SLT, any of whom will be more than happy to offer you advice and support.