Slindon CofE Primary School

Marking and feedback policy

Approved by:	Laura Webb (Headteacher)
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Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Intent

Our School Vision

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is Unique and want to ensure they are able to Learn and Develop in a high quality learning environment. We enrich the spirit in an Enabling Environment, in which Positive relationships foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5; 22-23

Let Your Light Shine ~ Matthew 5:16

At Slindon CofE Primary School we believe that all children deserve the highest quality education, and though our marking and feedback policy, we hope to ensure:

- All children have access to clear marking and feedback, **unique** to their age and stage of development.
- Each child has the opportunity to **learn and develop**, focusing on what they have done well and what they need to do next.
- That through working with peers and staff, they develop **positive relationships,** which enable them to refine and improve their work.
- That the culture of high expectations provides an **enabling environment.**

This marking and feedback policy is set out to ensure that there is a consistent approach across the school. This approach should be manageable and have the highest impact on the children's learning, progress and attainment. This policy should be read in conjunction with the school assessment policy.

Implementation

Feedback

The most important aspect of feedback is that it makes the children think. Feedback should enable our children to consider what they have done, what has worked well and which aspects need further work. We believe that:

- o The sole focus of feedback should be to further children's learning be it verbal or written; child gets feedback, acts on it, practises using it – and within the context of the learning at hand. Feedback should empower children to take responsibility for improving their own work;
- o written comments should only be used where they are accessible to children according to age and ability;
- o feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- o Feedback should always be: s**pecific, accurate** and **clear** e.g. *'It was good because...'*
- o Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

o Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
o Feedback can come from peers (Peer Tutoring) as well as adults.
o Children should receive feedback either within the lesson itself or in the next appropriate lesson.
o Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
o New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning (Retrieval Practice). Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it.
o Therefore, it is imperative that teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Marking – General

All work that is completed within books will have a clear Success Criteria. This is informed by the National Curriculum guidance and relates to the schools assessment structures. Presentation is books should be of a high standard, with a clear date, learning objective, neat handwriting and care taken over spellings and punctuation.

The children will be given the opportunity to assess themselves against the learning objective. This information will be used by the teacher to inform the next steps for learning.

Marking - Handwriting

As a school we believe that the marking of handwriting is paramount in ensuring the children have a clear, fluent and consistent handwriting style as they progress throughout the school. Therefore all handwriting should be marked, according to the age and stage of the child.

This should be read in conjunction with the schools writing policy.

Marking – English writing

Within English and any extended pieces of writing the children should be supported in developing their proof-reading and marking, through clear marking by school staff.

These codes should be used to ensure the children know how to improve their work:

Marking Codes

LO = learning objective	OM = objective met
AI = active intervention	VF = verbal feedback given
NST = next step task	I = work completed independently
S = work supported by an adult	PS = peer support
sp = spelling error	P = punctuation error
_ = letter underlined to indicate missing capital letter	∧ = word/words omitted
// = start of a new paragraph	? = error or misunderstanding
• = error in Maths	

Colours used: Perfect pink   Green for growth   Purple polishing pen

All English work should be acknowledged, with in-depth marking used for extended pieces of writing. When a piece of work is marked, and next steps given, the children will be encouraged to respond to and improve their work based on targeted comments.

Marking – Maths
Within mathematics the use of live marking is encouraged to identify and act on misconceptions within the classroom. The children are able to mark their own, or a peers, work ensuring they have been able to explain their mathematical thinking.
School staff will use live marking and formative assessment to identify those children who need more support. Verbal feedback (VF) will be used to ensure that the impact of the learning can be seen in the children's work.
All work should be marked within mathematics.

Marking – Foundation subjects
Within the foundation subjects all work should be acknowledged. For longer pieces of extended writing it is the expectation that the children will show the same care, as in their English work. Therefore the work will be marked to the same standard as their English work, using the marking codes and next steps.

Impact

Target Setting
Teachers will be assessing pupil progress against targets/objectives, which will be completed using the schools assessment structures. This will be done in conjunction with the use of retrieval practice, to assess away from the point of teaching.
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Alternative Ways of Sharing/Celebrating a Child's Success
- openings of lessons
- newsletter
- mini-plenaries e.g. Why is this good? (Refer to learning objective and/or success criteria)
- plenaries
- Star of the week
- Display
- Social Media channels

Monitoring:
Marking and feedback will be monitored by senior management and subject leaders, through taking in samples of books, through lesson observations, through shared moderation at staff meetings and locality meetings.

This policy will be reviewed: September 2024