Marking, Feedback and Guidance Policy -

January 2018

Together We Inspire Enjoy Achieve

Introduction

At Godmanchester Bridge Academy we believe that all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback and guidance as an essential part of the assessment process. Ideally marking should become part of a developing dialogue resulting in children's progress and should take on a positive form. We believe that marking, feedback and guidance is only of value if comments are read and responded to.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements - Children need to feel their work is valued. Comments will be made verbally and in written form to communicate a message and we will provide children with guidance on how to improve their work and progress in their learning. Time for feedback to be read by children and corrections to be attempted will be allocated during the week.

Principles of Marking and Feedback

- To recognise, encourage and reward children for their effort and achievement.
- To provide a dialogue between teacher and learners and provide clear appropriate feedback of strengths and weaknesses in their work.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- To indicate how a piece of work could be corrected or improved against success criteria.
- To help children be aware of standards needed to progress through the stages.
- To identify children who need additional/challenging work and to identify support/challenge needed.
- Marking should be done before the next lesson in that subject, a weekly deep-mark should be done in English books.
- To aid and inform curriculum planning and to provide evidence for assessments.

Marking should be positive, clear, and appropriate. It needs to offer positive benefits to staff and children and outcomes need to be fed back into planning.

The nature of feedback

- Comments should relate to the learning objective and success criteria
- Comments may form the basis of discussion between child and teacher
- Comments will be verbal or written
- Comments may be given on a group or individual basis
- Comments will provide guidance to children on how to achieve their next steps in learning

Verbal feedback should be interactive and developmental. It may give reassurance or a quick check on progress, or provide encouragement and praise; or where it is more appropriate than written feedback

Writing feedback should be legible, concise and clear in meaning; developmental i.e. children will find out how they are getting on and what the next step will be; and acknowledge success and identify the next step forward.

Classroom Practice

- When written feedback is given, time needs to be planned into lessons for children to read and respond to it.
- Teachers should always mark the aspect of work that relates to the learning objectives/success criteria.
- Any coding should be consistent across key stages.
- Evaluation including self-marking or peer-marking against shared learning objectives and success criteria will help a child realise his/her learning needs and have control over future targets.
- Sharing work with the class is helpful and complements individual's targets being met.

Marking Methods

The following describes how we will mark work and give feedback and guidance in each of the year group teams:

Foundation Stage

- Feedback and guidance in all subjects will be given to each child in the form of verbal feedback.
- When suitable, written feedback will be in green pen.
- Codes will be used to show child's level of input/support – independent work, adult support, teacher assisted.
- Traffic light (faces) assessment sheets will be completed in the summer term to show achievement towards learning objective.
- Next steps will be shared with each child verbally as well as on a success criteria grid.
- Key words and vocabulary will be corrected with each child. Children will be given an immediate practise task following the activity e.g. if struggling with formation of a letter or a particular word.
- Observation sheets will be used to signal progress or achievement of task (during independent learning).

Key Stage 1

- All marking will be done in green and reflect L.O. with a positive comment (or smiley face) provided.
- Marking will provide guidance to children on how to improve and make the next steps in their learning (including comments linked to presentation).
- Personalised written comments will be given where appropriate:
- Teachers will assess work against L.O. (using arrows) and, if relevant, success criteria (using arrows). Where appropriate, children will assess their own work.
- Marking codes to be used to indicate level of support (see below).
- Stamps will be used in all subjects e.g.

  ▪ = *Full Stop*

  Aa = *Capital Letters*

  Finger = *finger space*

Key Stage 2

- All marking will be done in green and reflect L.O. with a positive comment provided.
- Marking will provide guidance to children on how to improve and make the next steps in their learning (including comments linked to presentation).
- Teachers and children will assess work against L.O. (using arrows) and, if relevant, success criteria (using arrows).
- TAs may mark group work which is then acknowledged by teacher.
- Marking codes to be used to indicate level of support (see below).
- Some spelling mistakes may be underlined where appropriate (signalling a need to edit).
- Punctuation mistakes will be circled and paragraphs indicated with //
- Children will be given time to reflect on feedback given and respond in pink pen when necessary.

Marking Codes

Marking and Feedback Codes

I – Independent

WS – With support – followed by adult's initials

WD – With discussion

Stamp/VF – Verbal feedback.

*In KS1/2, independent work is only signalled if children would usually work with support.

Policy Details	Date	Signature and Name
Policy approved by Senior Management:	January 2018	Claire Wood
Policy approved by Senior Governor:	January 2018	Caroline Crowther Light
Date of next review:	January 2020	

Policy Section: **Section 1B – *School Management Policies* (Pupils)**