

Marking and Feedback Policy

Creigiau Primary School's policy for marking relates to the ethos of the school and the aims and objectives we seek to achieve in all curriculum areas.

Each child's development requires our understanding of their needs and personalities so they are able to develop their abilities in a happy, caring community. To ensure that each pupil realises their full potential, all marking must be positive, clear and appropriate to the individual pupils' needs. The marking should also relate to the success criteria outlined at the start of the lesson and may be verbal as well as written.

The pupils' feedback, self-evaluation, is also useful and may take the form of a written response or the use of traffic lighting to indicate the level of understanding.

Marking is an essential tool for everyday formative assessment. It is where the pupil becomes directly involved in formulating their own targets for future development.

The Principles behind our Marking Policy:

- Marking is undertaken in a green pen, less 'destructive' than a red pen, communicating to the pupils the worth attached to their work.
- It is essential for all teaching staff, including newly appointed teachers and supply teachers to be made aware of and familiarise themselves with the school's marking policy.
- Marking needs to be positive, constructive and sympathetic without ignoring areas of difficulty.
- Marking should be directly related to the learning objective (it may also have regard for content, presentation, originality and correctness). It therefore establishes the link between planning, the pupils' books, marking and future planning.
- Teachers should use their discretion in their marking and use their professional knowledge and realistic expectations for each pupil.
- Marking should be undertaken as soon after the work is completed as possible and, where appropriate, the pupil should be involved. This may involve sitting next to the pupil when marking, especially useful for the younger pupils or as a class discussion e.g. following an English comprehension task which allows all of the pupils to discuss how they inferred or deduced an answer.
- The teacher should acknowledge all work even if it is not marked directly.

- Pupils should always be encouraged to set out their work neatly in a neat handwritten style with the proper formation of letters and numbers.
- In upper Key Stage 2 the use of peer-assessment may be used, where pupils explain what they like about the piece of work and give constructive advice as to how to improve the work e.g. dance routine evaluations. If the work is written it is important that the teacher also checks the work.
- Depending on the task, age, ability and the realistic expectations of an individual the pupils should be asked to redraft their work on a number of occasions during the academic year e.g. expanding written work- detail, depth and length of story. This redrafting could be self-drafted in the upper juniors and could be linked to display work showcasing the high expectations the school has of the pupils.
- Oral comments may be given when returning work that has been marked without the pupil being present e.g. showing a pupil's work to the class, flagging up work of a high quality is a great motivator and can lead to a greater self-esteem.
- General oral class comments may also be given highlighting common class errors.
- When there are landmarks in a pupil's development a helpful comment, symbol e.g. smiling face, merit award for the class merit table should be used to encourage the pupils to improve or continue with the standard of work produced. This could be further reinforced by asking the pupil to show the work to other teachers or to the head teacher.
- Quality work is also flagged up during the weekly whole school assembly when individual pupils are chosen as the 'Pupil of the Week'. This can be a great motivator and allows the parents to be made aware of the pupils' progress.
- When the pupil's book is returned it is beneficial if time is allowed for the reading of the marking. In the upper juniors the pupils could make a written reply so forming a communication link which is especially useful if the material has been distant marked.
- The use of common symbols, in English and Welsh, means continuity exists across the school so the pupils are aware what errors or changes are required (see Appendix n for the 'Language Marking Code')- the symbols can be found in the pupils' literacy books.

We Mark:

- To identify, check and monitor pupil's progress.
- To provide appropriate feedback to the pupils.
- To provide a dialogue between pupil and teacher.
- To help the pupil make a step further in their learning.
- To give encouragement.
- To provide evidence of assessments made.
- To aid Curriculum planning.
- To recognise pupil achievements.
- To identify pupils who need support or more challenging work.
- To identify the nature of support or challenges needed.
- To help in reporting to parents.
- To involve pupils in reviewing their own work and so help them to create their own future targets.

Marking and Feedback are Effective When:

- Practice is consistent and in line with the overall policy on assessment, recording and reporting throughout the school.
- Feedback about work produced is made promptly and regularly.
- Both oral and written feedback is provided where appropriate.
- Marking focuses in response to the learning objective and criteria for success.
- Pupils are regularly given opportunities to assess their own work.
- Pupils understand what they need to do next in order to improve.
- Information gained is used to adjust future learning plans.
- The policy is shared with parents, guardians, so they can reinforce it.
- The policy is regularly reviewed and understood by all members of staff so the practice continues to reflect the school policy and enables the pupils to make the most of their abilities.

Phillip Ivins (12.03.10)