Marking, Feedback and Guidance Policy - January 2018

Together We

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Introduction

At Godmanchester Community 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 or 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.
- To indicate how a piece of work could be corrected or improved against success criteria (weekly in Maths and Writing).
- To help children be aware of standards needed to progress.
- To target children who need challenging or intervention to support.
- 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 (using success criteria grids – once weekly).
- Comments may form the basis of a discussion between child and teacher.
- Comments will be verbal or written.
- Comments may be given on a group or individual basis.
- Comments may provide guidance to children on how to achieve their next steps in learning.

- A weekly deep-mark should be undertaken in maths and writing. Foundation subjects should be marked regularly.

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

Written feedback should be legible, concise and clear in meaning. It should be developmental i.e. children will find out how they are getting on and what the next step will be. It should also 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.
- Marking codes should be consistently used across Key Stages.
- Self-marking or peer-marking should help a child realise his/her learning needs.
- Sharing work with the class will help to highlight expectations.

Marking Methods

The following describes how we will mark work and give feedback and guidance in each of the Key Stages/Phases:

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.
- Stamps 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 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.
- Post-it notes 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.
- ⌬ = Will symbolise speak to the teacher.
- ⌬ ✓ = Will symbolise spoken to teacher.
- Teachers will assess work against L.O. (using arrows) and, if relevant, success criteria (using ticks). Where appropriate, children will assess their own work.
- Marking codes to be used to indicate level of support (see below)

Year 1 (specifics)

- Stamps will be used in all subjects: for example objectives achieved, independent work, I had support:

Symbols will be used to signal next steps or identify good work, e.g:

A = *Capital Letters*, **Finger =** *finger space;* **.** *= Full Stop;* ¤ *= Good idea.*

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 ticks).
- TAs may mark group work which they will initial. This 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.

KS1 and KS2 Marking Codes

Key Stage 1

Marking and Feedback Codes
I- Independent
WS- With Support- followed by the adult's initials
WD- With Discussion

verbal feedback
understood and achieved the learning objective
understood and achieved parts of the learning objective
not understood the learning objective

Key Stage 2

Marking and Feedback Codes

I – Independent

WS – With support – followed by adult's initials

WD – With discussion

WB – Worked through on a whiteboard

*Independent work only signalled in work 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	Roger Coxhead
Date of next review:	January 2019	

Policy Section: **Section 1B** – _School Management Policies_ (**Pupils**)