



'The JOY of the Lord is Your Strength' (Nehemiah 8:10)

Marking and Feedback Policy

Rationale

At St. John's C.E. Primary School we were concerned by the burden that marking had become for some teachers in our school and we wanted to address the manner in which we approached the process of marking children's work. To aid us in our working, we consulted reports such as 'Eliminating Unnecessary Workload Around Marking (Report of the Independent Teacher Workload Review Group – March 2016)', read case studies of marking in schools (Southwark and Wigan West) and spoke to other local schools on their approaches to providing effective feedback whilst minimising the burden.

Effective marking of children's work is an essential part of the education process. It is a vital interaction between pupil and teacher, a way of celebrating achievements, checking pupil outcomes and making decisions about the next stage of the learning journey. This does not need to take the form of lengthy written comments. In the past we have worked with strategies such as two stars and a wish and red response pens with some success but as a school we have not felt that the results justified the means. Therefore we spent the autumn term of 2018 trialling various methods of providing feedback to children, researching good practise and building a framework for marking children's work and providing feedback to children which is bespoke to our school.

At St. John's CE Primary School we believe:

- All children's work is valuable and deserves respect.
- Marking and feedback should be undertaken to support and encourage the child in their efforts so that continuous progress is maintained.
- Marking and feedback should be manageable.
- Marking and feedback should help teachers develop their practise.

Effective marking and feedback should:

- Give feedback about strengths and areas for development in their work
- Reward and encourage effort and progress
- Motivate children and make them proud of their achievements
- Identify children / groups who require specific help
- Be timely and consistent
- Be relevant and understandable for the children
- Provide a record of progress
- Inform future work/steps

What does marking and feedback look like at St. John's?

Year 1 – Year 6

- Verbal feedback will be given, as and when appropriate, to individuals, groups and whole class during the lesson. Teachers will give whole class feedback at the beginning of each lesson and will allow children the time to make corrections, address misconceptions and celebrate successes.
- Teachers will use a green pen to mark work. Children will use a red pen/pencil to respond, edit and self-mark.

The following symbols may be used:

- ✓ Indicates a correct answer and/or a good response
- Indicates an error or misconception
- ? Indicates the answer or response is unclear

The following letters written **in the margin** will indicate that the child needs to make improvements:

- P** – Punctuation
- H** – Handwriting or presentation
- Sp** – Spelling correction

P for punctuation will indicate that some punctuation has been missed or used incorrectly. The child will add or change the punctuation.

H for Handwriting indicates that writing may not be joined, letters not sitting on the lines or finger spaces have not been left etc. A word, phrase or sentence may be underlined and the child will re-write it underneath their work using their best handwriting and presentation techniques.

Sp for spelling means that a word has been spelt incorrectly. The word will be underlined and **sp** written above it. The child will rewrite the word 3 times underneath their work. There will be a big focus on children using Common Exception words correctly in their writing so these should be available for reference up on displays and on word mats. Year 3, 4, 5 and 6 need to use the common exception words specified in the KLIPS document.

- Teachers will use a yellow highlighter to celebrate WOW words, phrases, sentences, punctuation, handwriting etc that really impresses.
- Work will be rewarded with praise, stickers and team points where appropriate.
- Teachers may use individual 'Bookmarks' to show a specific target for children to work on each lesson. When one target has been achieved then another may be added.

- Teachers may use (I) for independent, or (S) for support, to indicate the level of support given to a particular child.

EYFS

- Children will work in a group with an adult who will give verbal feedback throughout the session.
- Teachers may use (I) for independent, or (S) for support, to indicate the level of support given to a particular child.
- Work will be rewarded with praise, stickers and team points where appropriate.

Review

This policy will be reviewed on an annual basis by all staff and will reflect:

- Monitoring evidence throughout the year. This may include inspection feedback, scrutiny of work, formal and informal feedback, consultation with pupils and parents
- Current data trends
- School Improvement Priorities
- Work-life balance for staff

Person responsible: Phil Thomson

Date Policy written: November 2018

Date Policy agreed by Governors: November 2018

Sub-committee Responsible: Outcomes

Date for next Review: September 2019