Marking

Policy

Rationale

Feedback is a process whereby children are informed of what they have achieved at a particular time and what they need to do to improve further.

This marking policy is in line with our Achieving Excellence principles and as such requires positive, developmental marking that encourages reflection and independence. It is also clearly aligned with our stated curriculum intent which is …'*to enable our pupils to be as independent as they possibly can be, make a positive contribution to society and reach their maximum potential.'*

Feedback is a positive communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and signs depending on the needs and abilities of each pupil. Written feedback provides positive comments on what has been achieved and provides developmental points for improvement.

This policy is purposely flexible and not overly prescriptive to take account of the varying ages and need types that make up our community of pupils. It should therefore be taken as a set of guiding principles rather than a set of 'rules' to be followed.

We aim to create a culture where pupils have a voice when it comes to their work, they have encouraging feedback and also have trust that the teacher or supporting adult believes in them.

Aims of the policy

- To make explicit to the whole school community our approach to providing feedback on pupils' work.
- To encourage pupils to raise their achievement and to develop their self-esteem by giving feedback that is positive and developmental in nature.
- To support pupils in making independent decisions about their next steps in learning.
- To encourage pupils' independence and 'ownership' of their own work
- To ensure consistency of practice in line with the principles of Assessment for Learning.
- To improve staff and student wellbeing through reduced workloads (for staff) and better engagement with learning (for pupils).
- To encourage and embed the idea that identification of 'errors' is evidence of learning taking place and not as a failure of understanding or lack of progress.
- To build resilient and reflective learners

Approach

- Marking should be a collaborative process which is bespoke to the ability of the pupils. It is to be expected that tier 1 pupils will receive more written feedback than tier 2 pupils or pupils in specialist classes for whom it may be appropriate to receive predominantly verbal and visual feedback.
- Tier 2 pupils will receive a simpler response to their learning that will not necessarily require them to reflect back on their learning in a way that is not achievable.
- Class teams should be fully familiar with the approach to marking taken in their class.
- All learning should be acknowledged and written work should be marked regularly. Some pieces of work will be more thoroughly marked than others but all work should be visually acknowledged in some way.
- Pupils' work will be marked alongside them and dedicated class time set aside to do this as a collaborative process. This will open up a dialogue between staff and students regarding their work.
- The level and nature of the feedback will depend on the ability of the students. Staff should be flexible in their approach to accommodate all students.
- We fully recognise that not all pupils will produce written work. All pupils however, have the right to receive positive and developmental feedback from staff on the

progress they make. For some this will be verbal where appropriate and recorded or captured on one of the schools assessment systems such as Evidence for learning.

- Give recognition and appropriate praise for achievement and effort
- Provide clear strategies for improvement , inform future planning and individual target setting
- Be seen by pupils as a positive aspect of their learning journey
- Relate to learning intentions and success criteria which have been shared with the pupils.
- Be matched to individual pupil need
- Allow specific time for children to read, reflect and respond to marking
- Involve children in the marking process, both as self-markers and peer marking.
- Allow staff to recognise and value positive and constructive peer feedback as a key attribute of leaders

Marking Process

- Marking and conversation around the learning should reflect the extent to which pupils have made progress towards achieving the learning objective.
- The learning objective is defined as the knowledge or skills you expect the child or young person to have learned or acquired by the end of the lesson. It is distinct from any activities that may take place in the lesson. For example, a learning objective might be:

L.O. 'To use a variety of descriptive techniques in written work.'
However, the activity might be 'Write a description of this picture of a funfair at night.'

- **Pink** is to be used to identify errors of spelling, punctuation and grammar, mathematical errors or factual inaccuracies. **Green** is to be used to recognise and celebrate "wow" evidence such as the use of interesting descriptive vocabulary, an interesting observation, suggestion or reflection as well as to recognise excellence in content including the extent to which the learning objective has been met.
- It is not necessary to identify every error in a pupil's work as this may inadvertently affect their motivation and self-esteem. Marking should however, identify patterns or indicative errors.
- The level of support given in the production of a piece of written work needs to be indicated by 'I' independent, VF verbal feedback given or 'WS' with some support. The codes should be written using a neutral colour, such as blue or black.
- Any member of staff working in the class can give feedback but overall responsibility lies with the class teacher who needs to clarify the purpose of the marking session.
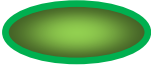
Verbal Feedback

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where pupils feel secure. At The Beacon verbal feedback is tailored to individual need and age of the pupil. Good verbal feedback is a dialogue where children are challenged to reflect and respond. As such it forms an essential part of their understanding of their learning in a social context, as well as reinforcing language and communication. It needs to be a dialogue which encourages discussion and understanding. Written feedback marking for some Tier 2 and 3 students is not relevant or appropriate as many children will find it hard to reflect back on their learning. Bespoke verbal feedback relevant to age and need type may be more appropriate. This should be given regularly, promptly and recorded where necessary using *Evidence for Learning* or other appropriate, approved assessment system.

Further reinforcement of progress

Additional motivation can be derived from the use of stickers, gold stars or other age appropriate motivators. Certificates which are presented in assemblies or by class teachers give clear feedback about progress and success.

Pupil self assessment

- Pupils will be encouraged to be aware of how well they are doing in their work through a number of self and peer assessment techniques. Pupils should be encouraged to self-evaluate their work against the Learning objective.
- Primary pupils **could** use a three "smiley" system – a smiley face to indicate that they "got it," a neutral face to show they are not sure and a sad face to indicate that they are not happy with their work or level of understanding. ☺ ☺ ☹
- Older/more able pupils **may** prefer to use a scoring system of 3-2-1, with 3 being the higher score and 1 indicating they are not pleased with their work or understanding.
- Pupils **may** also indicate their level of understanding filling in a pre-populated sticker in their book.   They simply put a colour in a circle either Red/Yellow/Green. Red would mean they didn't understand it yet, yellow they are unsure and green meant they found the lesson easy to follow and they understood. See example below.

Date	
L.O.	

N.B. *Staff have the flexibility to use the method of self- assessment that best suits their pupils as long as the basic principles set out in the marking policy and summarised below are met.*

- We aim to develop reflective, resilient learners
- We will mark or give feedback regularly, collaboratively and in time set aside for this purpose
- We will ensure that marking and feedback is bespoke to age and need type
- We will include the voice of our pupils in our marking and feedback
- Our marking and assessment will inform planning and with our clear understanding of the implementation and impact of our curriculum intent.

UPDATE SCHEDULE

Reviewed	Reason for update	Next review date	Agreed by governors
July 2023	Review	July 2024	October 2023