

Our School Marking and Feedback Policy is underpinned by our mission statement:
Proverbs 22:6

'Teach children how they should live, and they will remember it all their lives.'

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

At the Blue Hills Federation we believe marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions, enabling children to become reflective learners.

Policy Principles

Marking and feedback should:

- Enable children to become a partner in the marking and feedback process.
- Be seen by children and staff as a positive means to improving children's learning.
- Create a consistent ethos throughout the school with set codes and strategies in place.
- Be manageable and involve all staff
- Be a shared and inclusive process and ensure equity across all subjects and abilities.
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Policy aims

We recognise that marking and feedback are crucial to assessment for learning and if done effectively can enable children to become independent and confident to take the next learning step.

To ensure that marking and feedback are effective and empower the learner we aim to:

- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure pupils are given a clear understanding of the way their work is assessed.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement and effort, focused on specific skills and understanding
- Give clear, unambiguous strategies for improvement.
- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Provide children with time to act on the feedback they are given.
- Ensure that children are encouraged to comment on and evaluate their work and understanding before handing it in or discussing it with the teacher.
- Ensure that teachers provide next steps and follow up these next steps to see how much progress has been made.
- Ensure that teachers use the information gained through marking, together with other information to adjust future teaching plans and pupil support.

Secretarial Features

Spelling, punctuation, grammar etc. will not be expected in every piece of writing because children cannot effectively focus on too many things at once. When work is finished children will be asked to check for things they know are wrong. They will not be told to correct all spellings. Children will be given feedback according to the learning objective and success criteria. This will mean that some aspects of writing are unmarked on some occasions. However, children should be aware that there are some 'non-negotiables' which should be present in every piece of work, eg. Capital letters, full stops etc. These will be discussed with children in KS1, and displayed in KS2 classrooms.

Self – and paired marking

Children should be involved in the analysis and constructive criticism of their own work where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, modification and improvement become a natural part of the process of learning.

Organisation and Practice


At the Blue Hills Federation we have agreed to:

- *Ensure that children are always provided with success criteria (verbal or written), which are related to the learning intention, so that they are clear about expectations. Older children might suggest success criteria for themselves.*
- *Use a variety of marking and feedback strategies to develop self-evaluation.*
- *Where appropriate model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.*
- *Provide good quality oral feedback regularly.*
- *Provide effective feedback to children about their work. This will take many forms, depending on the nature of the task and the time available.*
- *Complete distance marking which is accessible to children and manageable for teachers.*
- *Use a system of codes as part of the marking process, which is consistent throughout school.*
- *Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.*
- *TAs will mark the work of children they are working with as appropriate, and teachers will have oversight of this marking.*

Blue Hills Federation Primary School

Marking Code

 You have really impressed your teacher

 You have met your learning intention

 Requires attention

P = punctuation

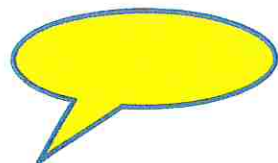
T = tense

SP = spelling

NP = new paragraph

HW = handwriting

 Use a better word

 Please see the teacher

TS=teacher supported

TAS=teaching assistant supported

PS = peer edited (purple pen)

I = independent work

I/S = initially supported

DWC = discussed with child

Teachers mark in green pen and Teaching Assistants in Black or Blue.