

CEDARS ACADEMY

FEEDBACK AND MARKING POLICY

October 2017

Review Date: October 2018

Mission Statement

Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially *fit for life*.

1 Rationale

Cedars Academy is committed to providing relevant and timely feedback to pupils, both verbally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood.

Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

Research shows that marking is an important factor in pupil learning, so this policy is crucial for Cedars Academy.

2 Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model for the child
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective (where relevant) of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the feedback and marking policy
- Use the agreed Marking Code (See Appendix 1)
- Positively affect the child's progress.

3 Aims & objectives

Effective feedback & marking should:

- recognise, encourage and reward children's effort and achievement and celebrate success over time
- provide an accessible dialogue between the teacher and pupils, and clear, appropriate feedback about the strengths of their work and areas for development
- improve pupil self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give pupils a clear picture of how well they have met learning objectives or targets
- identify pupils who need additional support/challenge
- provide evidence when assessing pupil work
- celebrate and reinforce expectations
- inform future planning

4 Practice

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

As a school, we value verbal and written feedback equally in moving learning forwards.

5 Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers. It may be either spontaneous or planned for. It is useful to record when verbal feedback has been given.

6 Written Feedback

All written comments, corrections or check marks should be in GREEN. Pupils should be given opportunity to read these comments/corrections and act upon them where necessary within a reasonable time of receiving the feedback. Where pupils correct their work this should be done in RED.

7 English/Literacy

We need to show pupils that their writing has a genuine audience and that we are interested in what they have to share and are not reading their work to merely find errors.

Pupils need to feel their writing is valued and we should respond to it as a reader who wants to share their experiences and ideas in order to support its improvement.

Where possible it is important to encourage and support the student to think about how they can improve their work. Feedback should be similar to open questioning techniques used when teaching to draw out understanding and prompt deeper thinking, rather than simply providing a solution.

Whilst focusing on the learning intention during the marking of English, it is still necessary to give some feedback and guidance on spelling and punctuation in line with the age and expectations for the individual child. This is because spelling and punctuation must be seen in the context of written work to strengthen understanding of their function. For marking to be effective it is important to be prudent in selecting what to comment on. See **Other Correction Issues** below.

A green highlighter will highlight words or sentences that require attention. The student will then be able to make their own decision about what improvement needs to be made and edit accordingly in RED.

Where more specific guidance is needed, the following symbols should be used.

✓✓	very good	/p	start new paragraph
≡	capital letter needed	¢	no capital letter needed
^	add something here	*	check spelling

8 Maths

The purpose of marking in maths is primarily diagnostic. It communicates to the pupil whether they have been successful, it should be motivational, and serves to inform a teacher's planning in terms of any misconceptions.

Written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of maths.

9 Other Subjects

Marking should be specific to skills set out in the learning objective and written comments made allow children to extend and develop these skills further.

10 Other correction issues

- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Rubbing out should be strongly discouraged. The 'mistake' is important evidence of a child's learning process and should be valued. Where a child makes a 'mistake', the self-correction should be written next to the original error and the error crossed through using a single line

Wherever success and improvement comments are shared, either after or during the lesson, learning time must also be given for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.

- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice
- Mini-plenary or learning reviews may be used during the lesson
- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them
- Question/answer sessions may be used to facilitate this

11 Monitoring

Marking and Feedback will be monitored termly by the Senior Leadership Group and will form part of our annual monitoring cycle on Formative Assessment. Judgements about the quality and effectiveness of marking and feedback will be made through informal discussions with students and through work sampling.

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

12 Review

This policy will be reviewed annually by staff and governors.

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Appendix 1

Marking/feedback codes:

- Ⓘ - Independent work
- Ⓢ - With support
- Ⓥ - Verbal Feedback given

Where verbal feedback is given, staff are to give a very brief description of what this was. One or two words may even be sufficient in some cases.

Codes specific to Literacy:

✓✓	very good	/p	start new paragraph
≡	capital letter needed	¢	no capital letter needed
^	add something here	*	check spelling