

Marking and Feedback Policy

Introduction

Feedback and Marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning.

Aims and objectives

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve, immediately or as soon as possible
- Be seen by pupils as useful and positive and promote confidence and self-esteem in learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- Be manageable for all teaching staff and involve all adults in classroom
- Relate to learning objective and success criteria

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Quality Assurance

For quality assurance of the feedback and marking policy, workbooks and pupil learning journeys will be monitored throughout the year by leadership team and subject coordinators.

Review

This policy was reviewed and updated June 2016

By Charlotte Maclean, Gareth Owen, Louise Matthews, Amy Bellamy, Charlie Lomax, Jackie Kilbride

All work should have a learning objective and be acknowledged by an adult, dated and initialled by the adult marking it.

Maths and English – should have one marked piece of work (evidence) a week.

All others subjects – should have two pieces of marked work (evidence) within the topic.

Each piece of marked work should consist of the following information:

- LO – **Learning objective.** This needs to be clearly displayed on all pupil's work.
- VF – verbal feedback given
-  - positive comment
-  – next steps
- Child comment (could be written by the teacher if verbally discussed)
- Level of support linked to assessment competency scale:
 - I – Introduced
 - P - Prompted
 - E - Emerging
 - R - Reached
 - F - Functional

Consistent use of wording is important throughout school; the following is a guide to terminology to use with regards to marking, feedback, assessment and target setting.

Learning objective – this is what the pupils will be learning within the lesson.		
IPERForm Competency Scale – levels of competency linked to pupils learning. See below for breakdown of definitions.		
IPERForm Assessment level – Ravenshall assessment system, the level the pupil is working with eg P6, 1C, 3A this will be followed with the competency scale grading (IPERF)		
Target – taken from the IPERForm assessment for a subject, this is a specific statement taken from within the level the pupil is working, e.g.		
Level	Target	Target statement
P7	a	pupil counts up to 5 objects
	b	pupil rote counts to 10
	c	they begin to recognise numerals from 1 to5 and to understand that each represents a constant number or amount, e.g. putting correct number of objects into marked containers
	d	in practical situations they respond to ‘add one’ to a number of objects

IPERForm Competency Scale – Definitions of Competency

Introduced	The learner is made aware of/experiences a new skill/concept and requires full support to achieve/complete associated tasks.
Prompted	The learner tackles tasks associated with the skill/concept with some guidance and verbal/physical prompts.
Emerging	The learner is able to tackle associated tasks with some independence/light touch support. Outcomes may contain some errors.
Reached	The learner is now able to work independently showing knowledge and understanding of the requirements to complete associated tasks. Errors will be infrequent.
Functional	The learner has been able to complete associated tasks by using and applying skills/concepts within a functional setting.