SHANKLEA PRIMARY SCHOOL

Marking and Feedback Policy

Policy Control Details			
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Approved for issue by:	Gareth Pearson	Signature	Date
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Responsibility for review:	Curriculum Committee		

Shanklea Primary School: Marking and Feedback Policy

Shanklea Primary School recognises that teachers' marking and feedback are central functions in the learning process. They play a key factor in helping children make the next steps in their learning. The focus of all feedback (both written and oral) is on helping children gain a clear understanding of how well they have gained knowledge, concepts and skills and through feedback the children are prompted to improve their learning in clear and concise ways.

The implementation of this policy is the responsibility of all teachers and support staff.

Introduction

- When assessing children we should be looking at evidence to decide where the learners are in their learning, where they need to go next and how best to get there.

- Children should know that their work has been looked at so that they can see a purpose to doing it.

- Whilst the marking processes will have a consistency and continuity across school, they may look different dependent upon the age of the children or the subject being assessed.

Feedback

- Feedback will be given promptly, orally within the lesson where possible.

- Feedback may be in the form of "livemarking" to provide pupils with immediate reassurance to allow them to make greater progress or to address any misconceptions immediately. This will involve teachers moving between pupils in the classroom to assess the learning and adjust teaching where necessary.

- Where written feedback is given it will be constructive

- Where targets are set they will be designed to move the pupil's learning forward

- Pupils will be allowed the opportunity and support to see where they have been successful and allow time to make required improvements. Symbols may be used to guide children in their responses to feedback.

Spelling and Punctuation

- Errors in punctuation and spelling should be identified using the appropriate marking codes (see attached).

- As a guide a maximum of three words should be identified within one piece of work.

Self and Peer Assessment

Self-marking forms a part of our marking policy especially as the pupils become older. This may be used as a way for pupils to gain independence and learn self-checking and self-correction.

Teachers would always oversee self-marked work and it would not form the main focus of marking.

On occasions some pupils may be able to work with a partner and suggest improvements.

Scrutiny of work

The Senior Leadership Team will undertake regular scrutiny of books across a range of subjects to monitor progress within subjects. These will have a predetermined focus to identify common threads across school for discussion, dissemination and opportunities to develop further our practice.

Adaptations to the Feedback Policy to mitigate risk of COVID – Sept 2020

The following guidelines take into account that feedback may look different from one phase to another and also from subject to subject. The guidelines are provided to allow feedback to be given and progress made in learning whilst moderating the risk to pupils and staff.

- Children **must** wash/ sanitise their hands before handling any exercise books or recorded work.
- Wherever possible
- Feedback will be given verbally and immediately.
- children will self- check / mark their own work under teacher supervision
- Stamps and post it notes may be also be used.
- Where more detailed marking is required staff **must** wash their hands before and after marking.
- Where timetabling of lessons allow, books may be left for a period of time before marking takes place or before returning to the pupils.
- Live-marking should take place only when social distancing can be applied between pupils and staff.
- Children should continue to use green pen to make any changes after feedback given.