

Bathwick St. Mary Church School

'Achieving excellence through the pursuit of good'



Marking and Feedback Policy

Document Control			
Policy name:	Marking and Feedback Policy		
Effective date:	September 2022	Next review date:	September 2023
Prepared by:	Headteacher and Staff		
Reviewed by:	Standards and Curriculum Committee	Date:	September 2022
Document version: (Key changes)	1.5: (September 2022): Minor editing changes. Removal of Covid-19 changes. 1.4: (November 2021) <ul style="list-style-type: none">• Adaptation of Covid measures• Clearer differentiation between verbal and written approaches 1.3: (September 2020) <ul style="list-style-type: none">• Adapted approach due to Covid-19 restrictions• Remove for need for all work to receive marked 'VF' and can be acknowledged verbally 1.2: (December 2018) <ul style="list-style-type: none">• Introduction and explanation of feedback vs feedforward• Introduction of core subject vs non-core subject expectations• Inclusion of non-negotiables• Highlighting of spelling expectations 1.1: (September 2018) <ul style="list-style-type: none">• School name and logo change• Rewording of 'Rationale' 1.0: Original Document (September 2017)		

Our School Policies should be understood as part of the overall strategy of the School, and put into practice within the context of our Vision, Mission and Christian Values (**Love, Joyfulness, Respect, Forgiveness, Perseverance, Fairness**) as a Church School, with a particular focus on the promotion of equality.

Rationale

This policy is a vehicle for effective assessment dialogue and the understanding and development of the Mastery Curriculum. It aims to raise the attainment, understanding and self-esteem of pupils and it will ensure that personalised learning takes place. Marking and Feedback should be constructive for every child. It should focus on success and improvement needs against learning intentions; be used as a tool to help enable children to become reflective learners and help them to close the gap between current and desired performance. Children will have their recorded learning marked in a way which will improve their learning, establish effective assessment dialogue, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. This policy is not designed to be a 'straight-jacket' approach, rather guidelines for all staff to ensure marking and feedback is timely, relevant and manageable and promotes a healthy balance to school and home life for teaching staff.

Purposes

Marking and Feedback should:

1. Relate to learning outcomes, which need to be understood by all
2. Be manageable for teachers, i.e. avoid long written narrative comments or 'general' comments, such as '*You achieved the learning objective, well done.*'
3. Be regular and frequent; verbal when appropriate
4. Give children opportunities to become more aware of and reflect on their learning
5. Give recognition and praise for achievement

6. Give clear strategies for improvement, with a 'feedback', not 'feed-forward' approach, i.e. children will be given opportunities to edit and improve an existing piece of work.
7. Be accessible to children and allow specific time for children to read, reflect and respond
8. Be purposeful; inform future planning
9. Be seen by children as positive in improving their learning
10. Give children regular opportunities, as appropriate to the age group, to self-assess and peer assess across the curriculum

The above list will not be replicated in every marking comment, but over time all marking will adhere to it.

Guidelines for all subjects

- Children will have clear and focused learning intentions that align with the planned Bathwick curriculum, where appropriate with success criteria and/or learning comments from children at the end of the session. (The latter involving both self- and peer-marking. Peer marking being introduced from Y2).
- 'Non-negotiables': Where words are clearly and directly displayed in the class (e.g. the date, learning intention and key vocabulary), children should be spelling these correctly. If this is not the case, this needs identifying by the marker and children given opportunity to correct it.
- Incorrect spellings should be highlighted for children to correct, using these guidelines:
 - When marking spellings, teachers will consider the individual needs of the child and mark for correction:
 - an appropriate amount of spellings (i.e. not every incorrect spelling in a piece of work, where there are numerous mistakes)
 - incorrect spellings that the child should know linked to the curriculum content and / or child's ability
- Learning will be marked in blue/black ink to show '*met the outcomes*' / *good* / *correct* and PINK to show '*next steps*' (*feedback not feed forward*) / *incorrect answers* / *questions to respond to*.
- 'Ticks' used for correct answers and 'dots' for checking / wrong answers.
- If children have received significant support then this will be noted on the written work
- Learning comments by children are part of effective assessment dialogue and will enable children to reflect and show understanding / level of challenge.
- Children need to respond to feedback given using a 'feed *back*' approach, not 'feed *forward*'. Whilst improvement over time due to marking and feedback is to be expected, children, as appropriate to the task and age group, need regular opportunities to edit and improve existing work.
- From Year 2, children peer mark on occasions as appropriate.
- Marking by a supply teacher must be marked with 'Supply'/'ST' or the initials of Supply teacher
- The majority of written work will be acknowledged. Where verbal feedback has been given the impact is clearly evident over time.
- Teachers have the flexibility to develop further criteria as is appropriate to their class.
- Verbal feedback should be positive and both conditional and unconditional:
 - Conditional feedback is specific descriptive and information giving about something they know to be real and can recognise. E.g. 'You sat and got involved with that for quite a while there. It's great to see you get interested. You said some really useful things, including...'
 - Unconditional feedback. E.g. 'I love it you are in my class', and 'Your painting is really impressive', and 'You have a real talent for ...'