

## **St Giles Marking and Feedback Policy**

September 2015

The aim of the policy –

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use marking as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;

### **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 clear strategies for improvement
- Relate to the learning objective/success criteria of the work set
- Positively affect the child's progress.

### **Procedures**

#### **Verbal Feedback**

This is the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. The discussion could be accompanied by a short comment in the book.

#### **Learning Intention**

Each element of work should have a clear Learning Intention and the marking will be related to this. Feedback should include ways that children can improve their work.

### **Peer Marking**

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and mark work.

### **Self- Assessment**

Children should have the opportunity to make self- assessments about their learning and also comment on the marking from the teacher. Self- assessment would include the redrafting of written work.

### **Presentation of work**

The marking should include comments on the presentation of work. All work must be dated.

### **Marking**

When marking written work, an orange highlighter will be used to show incorrect spelling or the incorrect use of full stops and capital letters in a sentence. Children will be asked to write the incorrect spelling out three times at the bottom of the page.

When marking longer pieces of writing (i.e. Talk for Writing tasks) the use of a pink pen will highlight the good parts of the writing and use of a green pen will show areas for improvement.

### **Monitoring**

Marking and Feedback will be monitored termly by the Headteacher / Deputy or Curriculum Co-ordinator.

### **Review and Evaluation of the Policy**

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

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