**Marking and Feedback Policy**

**Blakehill Primary School**

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**Together We Can**

**http://blog.blakehillprimary.co.uk/wp-content/uploads/2013/11/school.jpg**

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| **Headteacher** | **Chair of Governors** | **Review Dates** |
|  |  | Last Review: Sept 2024 |
| Lisa Keighley | Philip Cavalier-Lumley | Next Review: Sept 2025 |

**1. Policy**

It is the policy of Blakehill Primary School for all pupils to have the right to have their work acknowledged and given feedback on their efforts and achievements.

**2. Purpose**

The purpose of marking and feedback is:

* To further children’s learning
* To provide children with an understanding of what they have done well and are clear about what they need to improve and make visible signs of improvement
* To be used as part of the school’s wider assessment processes to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress

**3. Scope**

All school pupils and staff of Blakehill Primary School.

**4. Principles**

Our *Marking and Feedback Policy* is based on the principles that:

* Feedback is delivered closest to the point of action is the most effective and therefore feedback delivered in lessons is more effective that feedback delivered at a later date
* Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
* Children have the right to have their work acknowledged and to be given feedback on their efforts and achievements
* Feedback can take the form of: verbal or written marking, peer marking and self-assessment.

**5. Responsibilities**

**The Headteacher**

The Headteacher is responsible for:

* ensuring this policy is adhered and updated when necessary
* ensuring all school staff are aware of and comply with this policy
* monitoring the effectiveness of this policy.

**Governing Body**

The Governing Body has responsibility for:

* ensuring that the school complies with this policy
* delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy
* delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy
* ensuring policies are made available to parents
* the effective implementation, monitoring and evaluation of this policy.

**The Senior Leadership Team**

The SLT will:

* lead the development of this policy throughout the school
* work closely with the Headteacher to provide guidance and support to all staff
* provide training for all staff on induction and when the need arises
* keep up to date with new developments and resources
* monitor the effectiveness of this policy and report any findings to the Headteacher

**Staff members**

School staff are expected to comply with all aspects of this policy.

**School Pupils**

Pupils are expected to:

* be aware of and comply with this policy
* self-assess, peer assess and respond to feedback where appropriate.

**6. Procedures**

**Expectations of Marking and Feedback**

* All pupil work is marked in some way. There should be a range of: acknowledgement marking, peer/self, immediate/live and verbal
* All work should have a learning objective, L/O (and a success criteria where appropriate)
* For English and Mathematics, there should be a balance of teacher and child marking
* Pupils’ peer or self-marking should be reviewed by the class teacher
* Where support has been provided by an adult, the appropriate marking symbol should be used
* In English each child should have one piece of work (e.g. Big Write) marked in detail. Pupils in KS1 will work towards peer and self- marking where appropriate.
* Cover supervisors, HLTAs and supply teachers need to mark and/or initial work if taking the class in liaison with the class teacher.
* Some marking will be introduced in Reception in preparation for KS1, although it is expected that children will be given verbal feedback at this stage.

**All children’s work in their books should be marked in line with the procedures listed below.**

**At Blakehill, considerable emphasis is placed on the provision of immediate feedback and adults should aim to give as much feedback as possible during lessons while the children are working. This is known as live marking.**

Marking and feedback by staff should take some of the following forms as appropriate to the work:

* The learning objective / success criteria should be marked in accordance to the school’s marking code. e.g.

*Green highlighter – objective/criteria achieved*

*Pink highlighter – objective/criteria not achieved*

*Yellow – objective/criteria developing/working towards.*

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* Within a piece of a child’s work, green highlights can be used to indicate examples of positive aspects, whilst pink highlights can be used to draw attention to errors or areas for development
* When marking a Big Write, pupils in KS2 will highlight statutory words in pink, conjunctions in yellow, punctuation in blue. This is to help them identify key features of their writing/ examples of the success criteria.
* Agreed marking symbols are used by staff to ensure a consistent approach to marking. These symbols should be shared with children and displayed in the classroom
* Feedback should acknowledge pupil achievements and draw attention to progress made e.g. reference to pupil targets
* Teacher comments/feedback should provide guidance to pupils of how to move their learning forward
* In depth marking will provide an action, question or challenge as a next step
* A correct example can be given by the teacher, where appropriate.
* A request to do some corrections. Verbal feedback to be acknowledged in books using appropriate symbol
* Time allocated for children to respond to feedback and asking children to check their work again referring to success criteria
* Pupils should be taught how to peer and self-mark in accordance to the learning objective and all success criteria
* Spellings, punctuation and grammar in Topic books and Maths books as well as English books are corrected where appropriate
* Pupils should use a green pen to peer/self-assess, make corrections or revise and edit their/other’s work
* Teacher’s handwriting needs to be legible and in a contrasting colour to pupils’ work.

**Alternative ways of sharing/ celebrating a child’s success**

* Openings of lessons, WAGOLL, working walls
* Mini plenaries e.g. why is this good? (refer to success criteria)
* Plenaries and use of visualiser
* Year group assemblies
* Celebration assemblies
* Achievement awards
* Display / newsletter/text messages/Marvellous Me messages/ Facebook posts/ Dojos

**7. Monitoring and Review**

This policy is reviewed every twelve months to ensure that it stays relevant and reflects the needs of both staff and children.

**8. Distribution**

This policy will be available on the school website and from the School Business Manager.

**9. Contacts**

Please contact a member of the Governing body or the Headteacher if you require support or guidance on this policy.

**10. Cross Referencing**

This policy refers to the following other school policies:

*Curriculum Policy*

*Teaching and Learning Policy*

**11. Appendices**

None