



# Marking and feedback Policy

## *Rationale*

*At Holy Trinity, we all work hard to establish a school community where everyone feels valued. Part of Holy Trinity's Christian ethos statement reflects our belief that we all matter and we all have a value to God and to each other. Responding to children's output is part of showing them that they are valued.*

*We all enjoy recognition when we have worked hard and made an effort with something. Affirmation is important to all of us, and feeling over-looked can be detrimental. We also appreciate when someone notices the times that we need more support and draws alongside us, and there are times when all of us need to be made aware of raised expectations to help us achieve what we are truly capable of.*

*Marking children's work should, at diverse times, do all of these things – recognise achievement, identify where further support is needed and aim to inspire each child to reach their potential. It links with our mission statement – nurturing, achieving, inspiring.*

## **1. Introduction**

Holy Trinity CofE Academy is committed to providing relevant and timely feedback to pupils both orally and in writing. This policy is concerned with ensuring a consistent approach to marking and feedback across the academy and to ensure the involvement of children in extending their own learning.

## **2. Aims**

- Show we value the children and the work they produce and motivate them to produce high quality outcomes.
- Raise children's self-esteem and give them purposeful praise.
- Through marking know what a child can do and what they need to do next, thus informing our planning of future learning opportunities.
- Help children to identify what they are doing well and how they could do better.
- Demonstrate that mistakes are a valuable part of the learning process and that sometimes, making mistakes leads to greater learning having taken place.

- Maximise opportunities for self and peer assessment.
- Create an ongoing dialogue between child and adult which will aid improvement and foster rapport and respect.
- Establish a consistent approach to marking against specific success criteria so that children understand what they need to do to improve.

### 3. Principles of marking and feedback

The following principles should underpin all marking and feedback:

- Use success criteria to scaffold learning incrementally.
- Success criteria should reflect the objective(s) that the teacher recognises will help the learner. These should be identified at the planning stage.
- Success criteria should help children to work independently, knowing the steps that will help them to be better learners.
- Success criteria should be used to support independent learning and not be overly prescriptive. Towards the end of a unit of work, success criteria will be used to a lesser degree.
- Ideally success criteria should come from the children, when they embark on a final piece of work (or 'big write').
- Marking should, largely, link back to the skills listed on the success criteria – as these are what the children will have focused on, and will be the skills that the teacher has recognised as most valuable at this stage of learning.
- Responses to work must be manageable for the learner to act on.
- It should be positive and motivating for the children, although there are times when the child needs to be reminded about aspects of their learning.
- It must be at the child's level of comprehension.
- It may be given verbally.
- It should be given promptly and regularly.
- It ought to give recognition of effort and achievement -noting improvements made.
- The process should directly engage the child, either orally or through written response.
- Time should be given to children to consider marking comments and for them to respond.
- It should promote children's self-assessment, linking marking and feedback into the wider process of engaging the child in their own learning.
- Marking will provide information to the teacher on the success of the teaching and inform planning.
- It will provide information to the teacher regarding pupil progress.
- Feedback can be given by any adult with whom the child is working.
- It can be given by a peer as part of the learning process.
- Marking and feedback must positively affect the child's progress and learning outcomes.

### 4. Marking and feedback process

#### Success Criteria

Before a piece of work is undertaken, children should be clear about what is going to be assessed when the work is marked. At Holy Trinity, we aim to set out clear objectives for our learners and our success criteria are crafted around these. Furthermore, marking should clearly relate back to these.

Success criteria should be pertinent to the particular curriculum area. Full stops and capital letters are not appropriate success criteria in a history or science session (but may be commented on if they are a particular target for that child).

Success criteria should not be over-detailed and over-aid children. This prevents the children being more independent.

The success criteria will be provided and stuck in the children's book for every session. The exceptions to this are PE and practical activities. Success Criteria are used throughout the academy. There is no set format, but they should scaffold learning effectively and allow for some degree of pupil self-assessment. Generally, they focus on 2-3 key skills that the children are learning in each session. Although the steps/skills listed should be pertinent for all pupils, there may often be an extension skill included for more-able learners.

In some instances, it may be appropriate for the children to set their own success criteria and this can be particularly effective in a final piece of written work at the end of a topic.

### **The Writing Process**

Making mistakes is an integral part of the writing process. Children will not be permitted to use rubbers to erase any of their learning (apart from in Art). Mistakes will be enclosed in square brackets.

If a child has made poor spelling choices, a comment will be made at the end of the piece of work, e.g. 'Please check your spellings'. The onus will then be upon the child to identify and self-correct any inaccuracies that they identify.

### **Verbal feedback**

Direct contact with the child and discussion is particularly appropriate with younger, less able or less confident children. Verbal comments can be recorded as a speech bubble.

### **Next steps**

Next step(s) will be clearly identified to improve or extend learning.

### **Children's response**

Children can also respond to their teacher's marking at appropriate times.

### **Independent work**

All children should be encouraged to work independently. Children who are given additional support will be recorded with a WS and T for the teacher or TA for the teaching assistant.

### **Pupil Marking**

In order to engage the child in their own learning, children must have the opportunity to look critically at their own work and that of others. Subsequently, they should be able to offer suggestions to correct or improve work in relation to learning objectives or success criteria. Suggestions may be verbal or in writing using the teacher marking systems outlined previously.

### Standards

Where appropriate, teachers may choose not to comment on a section of work but ask the child to redraft/improve it themselves before any direct feedback is given. This should only be done when the child has the necessary skills to complete the work but needs to be encouraged to apply these more fully.

Teachers are not obliged to accept work which they feel has not been presented to a sufficiently high standard.

### Internal and external moderation

Internally, our academy moderates standards across the curriculum during whole school staff meetings, subject leader discussions with children and regular book scrutinies.

Externally, the Calne Area Cluster moderates writing and mathematics through the course of the academic year. Teachers in year 6 and year 2 also attend the local authority annual training and moderate reading, writing and mathematics.

## Appendix: Remote Learning – Marking Policy

### Aims

In line with Holy Trinity's Marking Policy, remote learning will be marked with these aims:

- Show pupils that their work is valued – work that has been responded to shows the child's efforts have been appreciated. We recognise that during periods when face-to-face access to a teacher is not possible, it is particularly important that the link between the pupil and teacher is maintained by some other means – i.e. across a digital platform.
- Praise is an important motivator and should be purposeful. Children will need encouragement more than ever when they are working away from the school site in other surroundings.
- Marking serves to help establish next steps as we assess where learning currently stands – in light of this future activities can be planned and/or modified.
- Improvements to work and things for the learner to consider and reflect on can be identified by the teacher and commented on as a way of correcting and motivating.
- On-line feedback creates a dialogue between the teacher and the child that models and promotes respect. Again this is particularly important at periods when the child and teacher do not have face-to-face time.

### Principles

The following principles should underpin the marking of remote learning items:

- The instructions from the class teacher must be clear–(typed instructions, uploaded slides, audio, video).
- Marking should be given promptly while the objective and learning steps are still fresh to the learner. For work submitted by the children on-line before the 3pm daily deadline, we will endeavour to respond before the next set of tasks are intended to be undertaken (i.e. Monday's tasks to be responded to by Tuesday; Friday's tasks to be responded to by Monday).
- Teachers will mark the work set – any additional items (photos etc) will be marked with an emoji or 'like' and no more.
- Marking must be accessible to the learner - use language and ideas that are appropriate to them.
- Marking can be given as a written comment or audio recording. Audio recordings should be concise so that the child can hold the information that they need to know – no longer than one minute please.

- Emojis can be used as a part of the marking format; but not as the sole response.
- Marking should be positive and motivating, but at times it will remind learners about aspects of their work and seek to push them on – as in school.
- Marking and feedback must positively affect the child’s progress and learning outcomes.