

## Braintcroft E-Act Primary Academy Marking & Feedback Policy

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<b>Department Owner</b>	Operations (National)
<b>Section Owner</b>	Education
<b>Approver</b>	E-ACT Education & Personnel Committee
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## **1. Aims of feedback and marking**

1.1 Feedback and marking is an integral part of assessment, which ultimately supports learners' progress. We aim to provide a system that is consistent and continuous across each stage within our school. Feedback and marking informs planning, is diagnostic and enhances children's learning by offering guidance on how work can be improved. Quality feedback and marking allows for self-assessment where the child can recognise their difficulties and mistakes/areas of development and encourages them to accept help/guidance from others. Furthermore, good quality marking and feedback reinforces learning through reflection. We do this positively to enhance self-esteem and confidence. Children will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against personal targets and learning objectives.

## **2. Purpose of feedback and marking**

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstandings
- To recognise achievement, presentation and effort
- To provide constructive and focussed feedback
- To show pupils that we value their work
- To allow pupils to reflect and improve on their past performances and to set new targets/next steps together with the teacher

### **3. Principles of feedback and marking**

3.1 At Braintcroft E-Act Primary Academy, marking should:

- Be related to the specific learning objectives which the pupil will know in advance
- Be constructive e.g. Next time I expect to see / In order to improve / It would be lovely if
- Use questions as prompts for children to answer as a way to extend learning
- Be related to needs, attainment and ability
- Follow consistent practice throughout the academy
- Ensure that pupils know how well they are doing and what they need to improve to make further progress
- Provide pupils with opportunities to assess their own work and that of others
- Home learning should be marked with a short comment and stickers for good efforts

### **4. Rewards**

4.1 These will be in accordance with our behaviour policy

### **5. Professional Judgement**

5.1 Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback and marking. Teachers must use their professional judgement when deciding how many corrections to mark.

5.2 Teachers may plan to mark groups of work, so that they can focus on developing particular skills with targeted groups.

5.3 Feedback and marking is for the direct benefit and improvement of the children's work. It is therefore undertaken by the teachers to inform the child of the progress they are making and the targets they need to work towards.

5.4 At KS2, children are given the opportunity to respond to marking at least twice a week. At KS1 this could be done in conjunction with an adult, where necessary.

### **6. Marking Guide**

6.1 Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we believe that a common framework is helpful.

6.2 The following agreed code is displayed in every KS2 classroom so that all children are aware of the meanings of the various markings.

6.3 KS1 teachers will use the code as an aide memoir as appropriate to the ability of the child.

6.4 Comments should be written whenever possible, giving targets for future work.

6.5 We will ensure that time is allocated within the teaching day for pupils to respond to their written /oral comments by the class teacher in order that they can act upon development points.

6.6 Adults mark in purple; pupils respond to marking in green; peer marking in blue.

## **7. Presentation**

7.1 We have high standards in presenting all work in the academy – display and the teacher's writing

7.2 We expect the children to

Always do their best

Follow instructions

Write the date in full in all books apart from Maths where they will write the short date (00/00/00)

Underline titles

Lay out work as explained by the adult