

Policy Title:	Marking and Feedback Policy	
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Author & Role	K Linde/L Melling Lead Practitioner	
Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell	M Maher
Date of signature:	05.11.2018	05.11.2018
Outcome:	<p>This Policy:</p> <p>details colleagues' responsibilities with regards to marking and feedback at Astley Park; and is designed to help them understand their role and responsibilities. Marking and feedback should endeavour to compliment and support other assessment for learning strategies where appropriate and should be consistent across the school for it to be reliable.</p>	
Cross Reference:	<p>A, R & R Policy</p> <p>Evidence for Learning Guide Lines- Assessment</p> <p>EYFS Policy</p> <p>Single Equality Policy</p> <p>Teaching and Learning Policy</p>	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Marking and Feedback Policy

Aims

At Astley Park we believe marking and feedback should endeavour to compliment and support other assessment for learning strategies where appropriate and should be consistent across the school for it to be reliable.

Philosophy

We believe marking and feedback should provide constructive feedback to every child through four key strategies, summed up by William (2006) including:

- Clarifying and understanding learning outcomes and criteria for success
- Engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating learners as owners of their own learning

Feedback must focus on success and improvement needs against learning outcomes; enabling children to become reflective learners and helping them to close the gap between current and desired performance. According to Hattie (1992) *'The most powerful single moderator that enhances achievement is feedback'*.

Principles

Marking at Astley Park is meaningful, manageable and motivating.

Marking and feedback should:

- Be manageable for teachers- marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- Relate to learning outcomes, which need to be shared with children along with an understanding of what constitutes success.
- Involve all adults working with the children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement through the use of praise language, class and whole school reward systems.
- Give clear 'Next Steps' for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether verbal or written), to ensure equity across subjects and abilities.
- Be based on the child's previous learning within the context of marking towards the learning outcome.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.

- Be an important part of assessment, informing future planning and individual target setting.
- Be accessible to learners through using appropriately differentiated language.
- Ultimately seen by children as positive in improving their learning.
- Encourage and teach children to self-assess wherever possible.
- Encourage and teach children to peer-assess wherever possible.
- Use consistent codes throughout school, 2 stars and a wish * **W**
- OM: For objective of lesson has been met.
- WTW: For working towards the objective of the lesson.
- MH: For more help needed to meet the objective of the lesson.

Practice

- See current Evidence for Learning Guidelines for details of marking and feedback in practice.

Implementation

Verbal Feedback

- Verbal feedback should be timely and provided to all pupils in all lessons.
- The feedback will be as and when appropriate with individual children, groups or the whole class.
- Teachers will make use of plenary sessions for feedback.
- The reasons for feedback are to: encourage, motivate to achieve more, praise, correct, confirm understanding, give directions or instructions, and indicate the next steps in the child's learning.

Written Feedback

Evidence is reflected through Learning Journeys which focus on the child's start, middle and end point and shows their progression towards achieving their objective. See current Evidence for Learning Guidelines for Learning Journey Examples.

Quality Marked work will include:

- A learning objective (WALT) to show the context of the learning.
- Individual learning outcome (WILF) to detail how the pupil can succeed in their learning.
- The level of support the pupil has received.
- The assessment outcome of the pupils learning using the agreed marking code.
- The self-assessment outcome of the pupils learning using the agreed self-assessment colour code.
- Two stars that will inform pupils of what they have done well in relation to their individual learning outcome.
- A wish (Next Steps) that will be an opportunity to develop work further against their individual learning outcome or to provide a challenge in instances where the child has achieved above and beyond the objective.

- Initials of the staff member who has worked with the pupil and evidenced the work.
- The use of 2 stars and a wish may be introduced after the EYFS curriculum and used at the teacher's discretion.
- High quality verbal feedback will be given to pupils in the two stars and a wish format to ensure pupils understand what they have done well and how to improve.
- When marking written work such as Maths, correct work is to be marked with a tick, while incorrect work will be indicated with a dot or line.

Recording

Pupils work will be recorded on Evidence for Learning.
See Evidence for Learning guidelines for standard of evidence.

Monitoring of Feedback, Marking & Recording Policy

The Lead Practitioners will monitor examples of the pupil's work on a half termly basis to ensure that the Marking & Feedback policy and Evidence for Learning guidelines are being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, teaching and learning and effective recording of pupil's work.



Astley Park School