



**Marking and Feedback Policy
2018-19**

Date	Review Date	Coordinator	Nominated Governor
22/11/2018	31/06/2019	Leor Harel	Governing Body

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve their set targets.
- To support children with knowing what next steps they need to take to make progress.
- To support and encourage children to become reflective learners and adopt a growth mindset.
- To be appropriate and accessible for all children at Gesher and responsive towards children attending the school and the type of learning children are doing.
- To build children's independence in knowing what they need to do to improve through marking codes, self-assessment and peer-assessment.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.
- To work with other schools and organisations in order to share good practice in order to improve this policy.

Marking and feedback of children's learning should be child-centered. The primary purpose of marking children's work is to celebrate achievement and highlight next steps for learning. Where necessary, verbal feedback or use of augmented communication such as PECS may need to be used in order to support children's understanding.

Marking and feedback should focus on children's success against identified Learning Objectives and where appropriate, Success Criteria. We have a clear marking code in place that is relevant to the phase and is consistently used throughout the school. Staff are required to ensure that it is clearly understood by the children. The marking code is set out in the appendix to this policy (**Annex 1**).

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel are aware of and comply with this policy;
- delegated powers and responsibilities to the Headteacher to oversee the development of this policy;
- to monitor and evaluate the school's performance based on summative assessments;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;

- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and/or Deputy Headteacher

The Headteacher and/or Deputy Headteacher to:

- ensure that marking and feedback is purposeful and manageable for teachers;
- monitor to ensure that marking and feedback relates to learning intentions/success criteria, informs future planning and individual target setting;
- ensure consistency in marking throughout the school;
- provide supportive guidance for parents;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - monitoring through regular book scrutinys
 - monitoring overall tracking of pupils to ensure that pupils are on track to meet their targets and that appropriate intervention is in place as required
 - speaking with pupils, school personnel, parents and governors
 - annually reporting to the Governing Body on the success and development of this policy.

Role of Teachers

Teachers must ensure:

- they use the agreed marking code appropriate to their phase;
- that their marking has a purpose and is consistent;
- that marking/feedback is accessible to all children.
- where applicable children are receiving clear feedback about their strengths and how they have met identified success criteria
- children are encouraged and praised for their efforts and progress;
- children are aware of next steps and areas for development in their work;
- where applicable children know their targets for further development
- marking and feedback is used to inform weekly planning and provide next steps for each child;
- where applicable children have the opportunity to respond to marking;
- children celebrate their own and others achievements.

Role of Support Staff

Support staff must ensure:

- they use agreed codes to reflect the level of support which has been given to the child to help them succeed in the task;

- children are supported to reflect on their learning through agreed strategies as set out by the class teacher;
- children are supported with understanding teacher feedback;
- children are supported with responding to marking.

Role of Pupils

Pupils must be supported to:

- understand where they have done well and what they need to do to achieve their next steps. This feedback should be given in an individual fashion, bespoke to each child.
- follow or use marking codes when applicable;
- be given opportunities to self-assess and feedback about task difficulty or areas of improvement when possible (**Support in Annex 4**).
- be given opportunities to peer-assess each other's work and coached in how to do this effectively.
- be aware of the next steps to achieve individual goal;
- be encouraged to respond during feedback using preferred mode of communication;
- celebrate their achievements and share their work with others.

Role of Parents

Parents must:

- be aware of the school's marking and feedback policy;
- realise that marking and feedback highlights a child's strengths and areas for development;
- use the marking as seen in their child's books as basis for discussion on their child's progress where applicable.

Marking Code

The marking code must be:

- developed as a result of conversation and feedback between SLT and class teachers;
- clear and meaningful
- consistently used by all staff;
- manageable

Marking and Feedback

Marking must:

- be meaningful for the child and highlight their progress/achievements as well as next steps
- be a manageable form of record keeping that feeds into children's assessment records;
- on occasion, be undertaken with or by the child when/where possible (conferencing);
- focus on whether the child has achieved the learning outcome for a particular curriculum subject.

Feedback must:

- primarily relate to the Learning Objective or Success Criteria of the task OR where more appropriate, children's personal targets as stated on IETPs;
- lead to an improvement in attainment by highlighting achievement;
- be positive and constructive;
- when written be presented neatly and clearly.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website;
- the Staff Handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- meetings with school personnel;
- reports such annual report to parents and Headteacher reports to the Governing Body.

Training

All school personnel:

- receive periodic training so that they are able to implement this policy and are kept up to date with new information.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Annex 1: Marking Code

As a rule pieces of work should be showing more green than pink in order to boost children's self-esteem. On occasion large parts of work may need to be redrafted and may be highlighted pink however this should be done in conferencing with the child.

	Parts of work the child has done well
	Parts of work needing improvement
	Next Steps
✓	Correct
sp	Spelling mistake (clearly give correct spelling)
A	Capital Letter
.	Full stop
/	Finger spaces between words
NP	New paragraph

Annex 2: Support given in class

PP	Physical Prompt	Tap at the elbow to lift arm up to pick up pencil
VP	Verbal Prompt	Saying 'pick up pencil' or 'pencil'
HoH	Hand over Hand Prompt	Placing your hand over a child's hand to direct to pick up pencil
NVP	Non-verbal Prompt	Point to the pencil
VsP	Visual Prompt	Picture of the pencil
I	Independent	Pupil hands you the pencil after you have given the instruction

Annex 3: Marking ideas



Good work!



Oops!



Have a think



Punctuation



You



improved!



Check



Full stops



Capital letters



Try



again



Finger spaces



Find



my



mistake!



Great



writing!

Annex 4: Self-Assessment/Reflection

			
How	was	my	learning?
			
tricky	ok	great!	

				
This	is	hard	for	me.
				
I	had to	think!		
				
This	is	too	easy.	

				
I	needed	a lot	of	help.
				
I	needed	a little	help.	
				
I	did	this	by	myself!