



Marking and Effective Feedback Policy

1. Introduction

Research over the last twenty years has shown that the most powerful tool in raising standards is effective feedback, given orally or through clear and concise marking. At Maesybryn School, we believe that all children benefit from positive comments in their books and to them personally. This feedback should celebrate what has been achieved, pose questions that can extend learning and identify ways to improve so that progression is maintained. (see Assessment Policy). With these goals in mind, set out below is our collective policy on marking and effective feedback. It was drawn up with teaching and support staff, along with consultation of Governors and pupils.

2. Aims

The aims of this policy statement are to provide;

- A clear and consistent guide to marking within the school which can be adhered to by all.
- A set of guidelines that will ensure that marking is positive and also supportive in developing learning.
- A set of procedures which ensures children and parents are aware of the type and frequency of marking in class books throughout the school.
- A set of clear guidelines on the use of verbal feedback to children and how this should be conducted.
- Guidelines on how to differentiate between independent and supported or group work.

3. Procedures

These aims will be achieved by;

Key Stage 2

- Work to be marked in red by the teacher with ticks if correct and a dot if incorrect (to allow child to self-edit and succeed).
- Adherence to the codes attached in Appendix One
- Ensuring that at the end of the majority of work and all extended pieces of writing, mathematical topics (e.g. area and perimeter) and science investigations detailed marking is used as per the guidelines for Assessment for Learning.
- Marking should be linked to the Learning Intention which is written at the start of all work and not just a general comment on neatness – this is best served through use of Every Time We Write (ETWW).
- It is not expected that every piece of work will be marked by the teacher, it could be self or peer assessed.
- The use of Welsh in marking is to be encouraged. (e.g. Da Iawn, Gwaith Bendedig, Arddechog). This is especially so when marking Welsh work.

- The use of peer marking is to be encouraged but children should show their involvement by using a purple pen. Self-assessment should be shown through the use of a green pen
- Children in KS2 should be given time to read the comments and targets before starting the next piece of work as this can be used by the child to set individual goals and targets for themselves.

Foundation Phase

- Lessons always start with reference, either orally or written, to the Learning Ladybird (Learning Intentions) and marking is linked to this. Use of What Makes Good (WMG) should concentrate on regular expectations such as neatness and spelling. Use of the sea creatures will also enable instead of lengthy comments.
- Reference will be made to Appendix Two for marking codes.

Verbal Feedback

- Research by the Sutton Trust indicates that verbal feedback in both phases will have a very positive effect on a pupil's progress and work in general. Telling a child that you are really pleased or identifying the next step can often be easier than writing it, especially with very young children or those with Additional Learning Needs. In these instances an adult may use the phrase "VF given" to indicate this rather than writing a great deal down. However, if a child has worked hard on a piece of writing, it would be wrong just to write two letters in response.

Group Work

- Certain activities involve groups creating common work and this should be identified using the code "G".

Supply Teachers

Supply teachers should mark in line with the above policy but should initial this to show their involvement.

4. Leadership and Monitoring

- The policy will be monitored during book audits by all Faculty groups and by the Head teacher.
- The policy will be reviewed when changes in procedure take place or in two years time, whichever is the sooner.

Signed

S Roberts

Chair Governors

Head teacher

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