



Wraxall Church of England Primary School

Feedback and Marking Policy

Authorised for Issue: Feb 2020

Review Date: Feb 2021

Our School Vision

Picture a school at the heart of the community, surrounded by nature and where the children can't wait to arrive in the morning because they know that they will experience the excitement and joy of learning.

Picture a school where the children are *inspired* to aim high and believe that their dreams are achievable because they will have developed the skills and knowledge needed. They have the confidence to challenge themselves because they know that their mistakes will only make them stronger. They will flourish and become all that they aspire to be.

Picture a school where the children are *nurtured* to be the best that they can be. They know that school is a safe and inclusive place because they have seen that all are welcomed and cared for. They will show compassion in all that they do and will make society a kinder place for all.

Picture a school where the children are celebrated for being unique individuals who together form a strong and united team. They become active and creative citizens who will *achieve* amazing things throughout their lives and develop a better future for all.

Picture Wraxall Church of England Primary School – *Inspiring, Nurturing, Achieving*

Our School Vision Statement takes as its starting point the following model developed by the Church of England and the Church in Wales:

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.'

The school vision also reflects the Church of England's Vision for Education and supports the promotion of Christian values. Our vision is based around elements of 'The Parable of the Sower'.

"The seeds sown in good soil" Mark 4: 13-20

In our school we follow our values to help us to show compassion towards others and our world. When we demonstrated our values, we are helping our school to grow and flourish and enabling our community to live "life in all its fullness" John 10:10

Our School Christian Values

Our School's Christian Values are demonstrated in all that we do and say

***Compassion * Responsibility * Respect * Perseverance * Friendship * Honesty * Courage**

“Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.”

“In summary we recommend that all marking should be meaningful, manageable and motivating. This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE).”

Report of the Independent Teacher Workload Review Group March 2016

Aim

To provide consistent feedback throughout the school to ensure pupils, parents and staff understand the child’s development.

The policy aims to:

- Enable staff to build pupils’ self-esteem and pride in their own work.
- Provide a framework for staff to suggest areas of development to a pupil.
- Ensure consistency of staff feedback throughout the school.
- To provide a means of communication between teacher and child, parent and child and parent and teacher.
- To ensure marking is purposeful and time effective.

Purposes: Reasons for feeding back to children

- To recognize, encourage and reward children’s effort and achievement and celebrate success.
- To provide a dialogue between teacher and child and give clear appropriate feedback about strengths and areas for development in their work.
- To indicate how a piece of work can be improved upon as measured against the stated learning intention or success criteria.
- To improve a child’s confidence in reviewing their own work and setting future targets, by indicating the ‘next steps’ in learning.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular objectives from the National Curriculum.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of standards achieved.
- To involve parents more directly in reviewing their child’s progress and to help in reporting to parents.
- To aid curriculum planning.

Principles

Feedback and marking informs planning and supports self-assessment and the raising of standards.

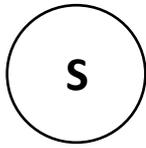
- Marking should be selective by focusing on: the learning intention and the purpose of the work, the identified success criteria and individual or group targets.
- Marking should help inform next steps and affect what is taught in subsequent lessons. It helps us realise how deeply the children have grasped the learning and what needs to happen next to develop their understanding.
- Where appropriate feedback is linked directly to learning targets.
- Feedback can be written or verbal.
- Feedback should offer praise, encouragement and guidance.
- Feedback should identify areas to revisit, concepts to be explained again or areas which need practice and consolidation.
- Feedback should, wherever possible, take place within the lesson to ensure maximum impact.
- The children should be involved in feedback and marking, encouraging a level of self-assessment by the children themselves.

Guidelines

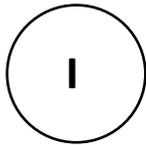
- Make sure feedback is balanced.
- Every piece of work should receive feedback by the teacher or a member of support staff – this may vary in detail depending on the task set.
- Where appropriate indicate the next step for learning.
- Feedback should not just focus on secretarial procedures but also be developmental in nature.
- Written feedback will be given in green pen (for growth) and pink pen (for areas of success). Where children respond to feedback they will do this in purple pen.
- Feedback will be specific in order to give the clearest guidance possible.
- Avoid over marking. Success criteria should be ticked when used and only key errors corrected, which directly link to learning objectives.
- Children can mark their own work if appropriate. Opportunities will also be available for peer assessment in line with AfL strategies.
- If a piece of writing does not have a spelling focus, only correct a few spellings that the pupil should know (the number will differ with age and ability) or that are genre/topic specific and have been given.
- The use of rewards such as stickers, stamps, work marks and nominations for 'Stars of the Week' are used to motivate further success.
- When giving feedback to or marking the work of a child with Special Educational Needs, there should be consideration of their specific needs. Further differentiation of feedback and marking style may be necessary.

The following codes are used to give written feedback:

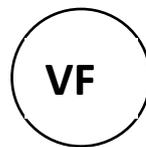
These codes can be found in the front of the pupils' books, so that they can refer to them.



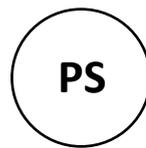
= Adult support has been given



= Child has worked independently



= Verbal feedback given



= Paired Support

✓ = Shows that work is correct or element of success criteria has been achieved

● = Shows that work or answer isn't correct yet

1WM = 1 work mark

sp = check spelling, write the word correctly at the bottom of your work

gr = check grammar

m? = check meaning

○ = check punctuation

Conclusion

Effective feedback

- Provides clear information to the child on what they have achieved and what their next steps may be.
- Reinforces a positive attitude towards learning and raises self-esteem.

Feedback and marking are most effective in enhancing a child's learning when used consistently in each class and throughout the school.