

MARKING AND FEEDBACK POLICY

Introduction

This policy outlines the purpose, nature and management of marking at St Augustine's Catholic Primary School. It is based on the March 2016 report *Eliminating Unnecessary Workload around Marking*.

The Nature of Marking

Our responses to children's learning should provide constructive feedback to every child, enhancing their self-esteem and encouraging their involvement in their own learning. It should focus on success and improvement needs against learning objectives (referred to as WAGBATS - *We Are Getting Better At*), raising expectations and enabling children to become reflective learners. It should also inform future planning and so guide teachers to develop a more personalised approach to learning, identifying both challenge and support where appropriate. This is incorporated into the school's "Growing Green" and "Perfect Pink" marking strategy.

Marking and Feedback should:

- Be manageable
- Show consistency and continuity throughout the school.

In core subjects, the following marking should be seen weekly:

- 1) Self Marking
- 2) Peer marking
- 3) Use of success criteria
- 4) Deep mark with next steps
- 5) Verbal feedback

In foundation subjects (where appropriate), the above marking should be seen once a half term.

- Relate to the WAGBAT and so communicate clear expectations to the children.
- Be positive and show that the efforts of our learners are valued, raise self-esteem, motivate and reassure.
- Enable staff and children to have confidence in the belief that every pupil can improve.
- Identify next steps to further learning or address misconceptions.
- Encourage pupils to be reflective and to evaluate and respond to their own learning.
- Be given specific time for children to read, reflect and respond to feedback. Time should be incorporated into planning and efforts to address Next Steps in subsequent work will be praised and encouraged.
- A common set of symbols will be used throughout YR – Y1, to indicate how children can improve their work. These symbols will be introduced progressively, appropriate to the age of understanding of the children.
- Spellings will be marked according to the focus of the piece of work, phonics/spelling patterns previously taught and the teachers' expectations of each individual child.
- Children's success will be celebrated through sharing of work with a range of audiences: a child's own class, Head Teacher, other classes and celebration assemblies.

Conclusion

The Marking Policy, together with the Teaching and Learning Policy, are key to the learning process at our school. At the heart of children's learning is the recognition that every child can improve and that it is the teachers' job to identify the next learning steps and provide opportunities for the children to take them. Structures, systematic analysis of pupil's work and of the termly assessments will enable teachers to ensure progress is being made.