



Constantine
Primary
School



Kernow Learning

Building Excellent Schools Together

Effective Marking and Feedback Policy

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Statutory or Best Practice	Best Practice
Appendices	Yes

Meeting your communication needs:

We want to ensure that your needs are met, if you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the school, telephone: 01326 340554 or email: Constantine@kernowlearning.co.uk

Constantine Primary School

Effective Marking and Feedback

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress and their next steps in learning. It helps to embed learning and enables accelerated learning. It also facilitates children taking ownership of their learning and supports building resilience in learning.

Effective marking and feedback aims to:

- Inform the pupil where they have met the learning objective and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Marking and Feedback:

In order to ensure that marking and feedback is purposeful and is consistent throughout the school, the following procedures should be followed.

Marking:

At Constantine School there are four key methods of marking:

1. Deeper marking
2. Lighter marking
3. Self-marking and assessment
4. Peer marking and assessment

- Learning should be marked each day in order to ensure that it is purposeful, has an impact on progress and informs planning for next steps in learning.
- Learning should be marked according to the curricular focus and learning objective, i.e. in a piece of science learning, focus on the science knowledge and understanding. It must be noted however that the expectations of English content e.g. use of grammar, spelling (especially those associated with the topic e.g. magnet, photosynthesis) grammar and handwriting should remain consistently high.
- Teachers should mark with a green pen and teaching assistants should mark with a purple pen.
- Adults' handwriting must be clear, legible, well-formed and well-presented at all times and must be in line with the school's Core Expectations for Writing.
- There may be times when pupils mark their own or others work; this is called 'peer marking' in these cases, pupils should mark in red pen other than green, purple or the colour that they have written in.

- Where peer marking and assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in red. The peer assessor's initials must be written next to the comment.
- Pupils will mark to show whether they have met one or more of their targets. This will be indicated by them putting a T in a circle in the margin next to where they feel they have met the target. If a target is met the teacher will put a T in a circle next to where the target has been met.
- Learning that is correct should be marked with a single tick; two or three ticks may be added for a particularly appropriate choice of vocabulary or phrasing.
- When marking English learning, it is important that the teacher and/or teaching assistant use the appropriate agreed symbols (*see: appendix 1 and 2*).
- All pupils should have access to a copy of the marking symbols and should be encouraged to refer to it (if needed) when they have their learning returned.
- When correcting Mathematics learning, any incorrect answers should be identified by a dot and corrections should be written separately where appropriate.

Providing Feedback on Learning:

Verbal Feedback:

- If the teacher or teaching assistant provides verbal feedback, 'VF' should be written on the learning.

If the learning objective has been fully met:

- If an objective has been fully met the following should be stamped on the pupil's learning:

You've achieved your learning objective

- Teachers *may* wish to add an additional comment next to the 'You've achieved your learning objective' stamp if they wish.
- A 'Now' comment *may* be added if needed, but *is not* always necessary.

If the learning objective has not been met, but the pupil is able to independently undertake the 'Now':

- If a pupil has not fully met their learning objective the following stamp should be used:

You are working towards your learning objective

- A 'Now' comment should then be provided and should clearly identify the next steps for that the pupil should take in order to improve their work even further.
- Pupils should be given time before the next lesson to read and complete the 'Now' step prior to the next lesson.

If the pupil needs verbal feedback on their learning after the lesson, but before the next lesson:

- If the pupil's learning needs to be discussed prior to the next lesson, the following stamp should be placed on the pupil's learning:

Please see me to discuss your work.

- The pupil should then meet with the teacher or teaching assistant and verbal feedback should be provided.
 - 'VF' should be written on the learning.

Pupil Self-Assessment:

- At the end of a lesson, where learning objectives have been written, pupils are required to self-assess their learning by putting the appropriate coloured dot next to the learning objective.
- Pupils should use the following traffic light system:
 - a. Green: *"I understand and I can do this; this is shown in my work."*
 - b. Amber: *"I can do this, but need more help to make sure I am confident."*
 - c. Red: *"I find this difficult."*
- If the teacher agrees with the pupil's self-assessment, a tick will be placed next to the pupil's coloured dot.
- At the end of a writing unit, where appropriate, a marking ladder should be used by the teacher and pupil to support assessment, marking and feedback.

Achievement and Rewards:




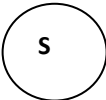
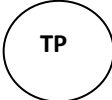

It is important that pupils are acknowledged/rewarded for (i) progress and achievement and for (ii) Building learning powers which will include, perseverance, managing distractions, collaboration making links and questioning.

Specific praise and rewards should be provided by both teachers and teaching assistants which may include, BLP stickers, Team Points, Class Dojo, telephone call home and reward stickers.

Appendix 1

Marking Symbols

Symbol	Meaning
<u>thier</u>	Incorrect spellings should be underlined
f	Capital letter needed
F	Capital letter not needed

	Incorrect punctuation mark used
//	New paragraph
	Omission
	Presentation needs to be improved
•	Incorrect answer
✓ ✓✓	Good idea/vocabulary Brilliant idea/vocabulary
T	Target has been achieved
  	Sticker awarded Team point awarded Privilege awarded
VF	Verbal feedback given

Appendix 2

Pupil Self-Assessment

You should self-assess your learning at the end of a piece of work that has a learning objective using the key below. The coloured dot should put next to the learning objective.



I find this difficult.



I can do this, but need more help to make sure I am confident.



I understand and I can do this; this is shown in my work.

If the teacher agrees with your self-assessment, they will put a tick next to your coloured dot.

For example:

