



The Academy at
St James
Aspire, Achieve, Believe

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MARKING AND FEEDBACK POLICY

Reviewed and Approved by:-

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Signature:-

Position:-

Date:-

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THE ACADEMY AT ST. JAMES
MARKING AND FEEDBACK POLICY

Rationale

At The Academy at St. James we believe that teachers and pupils need to be clear about the purpose of work and the overall expected learning outcomes.

The key purpose of feedback is to enable pupils to improve their learning. Marking of children's work and feedback is a fundamental part of the process of teaching and learning in school and is integral to the assessment process. It demonstrates a respect for the work produced, gives constructive feedback and indicates the ways in which the individual child can improve. Research has shown that consistent and effective marking and feedback has a significant impact on raising achievement.

Aims

The aims of marking and feedback (both written and verbal) are to help pupils:

- Understand what they have achieved in relation to the learning objective, success criteria or target.
- Understand how to improve through developing strengths and addressing weaknesses
- Make visible signs of improvement as a result of feedback

Marking

We aim to ensure that all pieces of work, including homework are marked and valued. The marking of work is carried out:

- with teacher and pupil
- with pupils and their peers.
- by the teacher
- by the cover supervisor or HLTA

A black biro pen is to be used by teaching and support staff. The comment written must be neat, legible and in cursive script, consistent with the handwriting policy.

Staff will need to decide the focus for their marking. This will depend upon the desired learning outcome, e.g. using adjectives in story writing, punctuation, spelling.

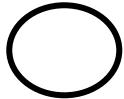
At times, pupils check and evaluate each other's work. The teacher must make it clear, the appropriate method to use, for example;

- 1) tick, underline, highlight;
- 2) in pen or pencil.

Peer marking and feedback impacts positively on learning and progress. Within each class, a culture of mutual support and respect must be actively promoted in order for constructive and effective peer assessment to take place.

Consistency in the use of symbols is important for both children and staff. A copy of the following marking guidelines should be clearly displayed in all classrooms.

KS1



LI (highlighted)



=	A circle at the end of a sentence or within a sentence reminds me I need to use punctuation.
=	Line underneath reminds me I need to put a capital letter
=	I have achieved my Learning Intention
=	I have done well.
=	I have done something well, like using a good word.
=	I had support (adult supporting to initial) to do this activity
=	I have worked independently
=	Sp in the margin and word underlined means I have mis-spelt it.
=	Verbal feedback

KS2



=	A circle at the end of a sentence or within a sentence reminds me I need to use punctuation.
=	Line underneath reminds me I need to use a capital letter
=	I have done something well, like using a good word.
=	Sp in the margin and word underlined means I have mis-spelt it.
=	I have missed a word out or I need to add a better word
=	I have done well.
=	This means I need to remember to start a new paragraph.
=	I had support, I = I did it independently/on my own.
=	I got Verbal feedback ~ teachers will add a brief comment to help me remember what I said
=	I achieved the learning intention
=	the letter circled means I have to look at that part of the sentence and improve it

- The number of different symbols and the degree of complexity of comments will depend on the stage of learning for different pupils within and across year groups.
- Corrections to pupils' work will be made in line with the marking policy (No more than six marks to be made on a pupil's piece of work);
- Common or high frequency words must be corrected to prevent pupils 'learning' incorrect spellings. Spellings (no more than 3 or 4) to be written at the end of a piece of work and pupil to copy out three times. These words to be transferred onto a bookmark (Y1 – Y6);
- Stamps (Y1 – Y6) are used to identify whether pupils have achieved the learning objective. If the stamp is 'working towards' a teacher comment should outline the next step.

- Orange books are not marked using symbols. The work is assessed against age related expectations and annotated on the piece of work with a comment and target.
- Extended writing to be marked with a comment, which includes an example, reminder, instruction or challenge. Highlighters may be used to identify good examples linked to the learning objective.
- If a pupil is asked to check a mathematical answer, the second answer should be written next to the first, not rubbed or crossed out.
- Teachers must check and follow up pupil responses to feedback to ensure evidence of impact and progress.
- All pieces of work must be marked promptly, with a range and balance of feedback provided.
- In KS2, where verbal feedback has been provided, the pupil should annotate what that V.F. was, including how it helped him or her to improve.
- During PPA, management release or staff absence, the cover supervisor or HLTA will implement this policy and then initial the marking.

Next Steps and Improvement Prompts

Pupils should be provided with rapid feedback, which includes a next step or improvement prompt. These could be in the form of a challenge, a reminder task, instruction or an example.

Prompts and feedback should be differentiated according to the age and ability of the child and/or the stage within the teaching sequence.

<u>Ability</u>	<u>Guidance Type</u>	<u>Teaching Sequence</u>
<i>Less able</i>	<p><i>Example</i></p> <p>(Teacher provides a modelled example, to which the pupil responds)</p> <p><i>Steps or Instructions</i></p> <p>(Check you have, then ...)</p> <p><i>Reminder</i></p> <p>(Reminder of teaching point and instruction to do it)</p> <p><i>Challenge</i></p> <p>(Make application of knowledge, understanding or skill in a different situation or context)</p>	<i>Earlier</i>
<i>More able</i>		<i>Later</i>

The comment should require the pupil to respond to the marking through answering a question, improving a piece of work and/or adding to it.

Avoid ‘next time’ or ‘remember to ...’ Instead, ensure reminders are followed with an expectation that the marked work is improved.

Be mindful of comments that prompt a ‘yes’ or ‘no’ response, for example, ‘Can you use similes to describe the atmosphere in the forest?’ Instead, ‘Use three different similes to describe the atmosphere in the forest’.

Pupils’ Responses to Feedback

- Pupils must be allowed sufficient time to read and respond to feedback. This may be first thing in the morning or afternoon session, at the start of a lesson or in a guided group.
- In KS2, pupils should initial teacher comments when they have read and responded to them.
- The quality and presentation of pupils’ responses must be at least consistent with the original piece of work.
- Pupils use a green pen to respond to teacher comments and feedback.

Evaluation

Evaluation of marking focuses on the IMPACT of marking and feedback on pupils’ progress. **There must be visible impact for marking to be effective.**

Frequent work scrutinies and discussions with pupils will be undertaken by senior leaders to ensure the three aims of this policy are of a consistently high quality throughout the school.