

Marking & Feedback Policy

December 2021



Principles:

Our Marking and Feedback Policy is based on the principles that:-

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Guidance for marking by teachers:

Teacher marking is only effective if:-

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking
- it is informing the teacher of learning needs which can be incorporated into future planning.

Remember that:

- marking is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement.

Notes:-

Teachers' handwriting needs to be legible as a model for the child and in a contrasting colour to the child's work.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:-

- marking should be related directly to the learning intention / success criteria
- across CfE Levels, teachers to agree useful symbols to be understood by the class they are working with – these symbols should be shared with the children and displayed in the classroom.
- the use of pink highlighter to promote positive aspects and green highlighter to draw attention to errors or areas for development within a piece of work
- the use of a mid-lesson stop to promote reflection on LI and SC as well as using it as an opportunity to highlight individual examples of success
- live marking to provide instant feedback on pupil work
- whole class story kitchen feedback pro forma completed and reviewed with class in lieu of marking every piece of writing
- positive comments and guidance to pupils to moving their learning forward
- pose an open question specifically related to the L.I to think about next steps
- a correct example given by teacher
- a request to do some corrections
- verbal feedback to be acknowledged in books
- use of continuous oral feedback
- use of a visualiser and mini plenaries to model and share good examples
- asking children to check their work again referring to success criteria (with time given to do so)
- drawing attention to how children have moved on
- time allocated for conferencing with pupils – 'Teacher Talk' time.

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Guidance for Peer/Self-Assessment:-

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AifL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

Some successful peer / self-assessment strategies include:

- 2 stars and a wish
- Traffic lights systems
- Thumbs up / thumbs down
- use of pink (positive) and green (development) highlighters

Expectations

All pieces of work in books should be acknowledged in line with the approaches listed above: ie either through teacher marking, peer marking or self-assessment.

Detailed marking:

For Literacy and Maths, there should be a fair balance of teacher and child marking.

Teachers should also be conscious of checking the quality of peer and self-assessments made by children.

For Literacy and Maths, there should be evidence of detailed teacher marking when a teacher has worked with a group or individuals.

In each subject area each child should have one piece of work marked in detail once every week at least, one piece of self and one piece of peer assessment in their books.

Extended writing should be marked in accordance with the Writing Policy.

Cover/Supply teachers need to mark and initial all work.

Alternative Ways of Sharing/Celebrating a Child's Success

Openings of lessons

Mini-plenaries eg Why is this good? (Refer to success criteria)

Plenaries

Assemblies

Golden Book

Display

Monitoring:

Marking and feedback will be monitored by senior management through sharing learners' experiences.

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The Wider Context

The marking teachers do and the feedback they give builds a picture of pupil progress through CfE. Benchmarks provide guidance on judging progression at each CfE level. Looking at these alongside a wide range of evidence will support judgements relating to progress within levels and whether or not a pupil is on track to achieve the expected level. To ensure judgements are robust, a range of evidence should be drawn on. Learners do not have to demonstrate achievement of every single aspect of learning within the benchmarks or outcomes but reflecting on the various ways we measure progress adds depth and rigour to our evaluations of progress. At Colinton, we use the following sources of assessment evidence and teaching approaches to validate our judgements and inform next steps in learning:

Self-Assessment	AiFL Strategies		Effective Questioning
Observation	Peer-Assessment	Exit Passes	
Evidence from Jotters, BFPs and Learning Activities <ul style="list-style-type: none"> • Write • Make • Say • Do 	Summative Assessments <ul style="list-style-type: none"> • Ongoing Phonic Assessments • Spelling Tests • End-of-topic quizzes • Comprehension activities 	Ongoing Tracking <ul style="list-style-type: none"> • Big Writing Criteria • Benchmarks • SEAL Trackers 	
Holistic Assessments Opportunities to apply learning in different situations – assessments involving challenge which allow pupils to demonstrate breadth of learning across Es and Os.	Standardised Assessments <ul style="list-style-type: none"> • Progress in English • Progress in Maths • Single Word Spelling Test • Single Word Reading Test • SNSAs 	Reference to Benchmarks <ul style="list-style-type: none"> • Big Writing Criteria • Planning Documents 	