St. Andrew's School.
Policies and Procedures.

Marking and Feedback Policy

This policy is applicable to all pupils, including those in the EYFS

At St Andrew's School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. Feedback and marking should be meaningful, manageable and motivating. Feedback should help pupils to become reflective learners, inspire them to perform and build confidence by celebrating effort and achievement. It can take the form of spoken or written feedback, along with self and peer-assessment.

Aims

The main purpose of feedback is to advance pupil progress and outcomes. We also mark pupil's work and offer feedback to:

- Show that we value their work, and encourage them to do the same
- Boost self-esteem, resilience and aspirations, through the use of praise, encouragement and recognition of effort
- Give a clear picture of how far they have come in their learning, and what their next steps are
- Offer specific information on the extent to which they have met the lesson objective
- Promote self and peer-assessment, whereby they recognise successes and areas for improvement, and develop the ability to accept guidance and ideas from others
- Encourage pupils to focus on the process of learning, their effort, and problem-solving strategies rather than just the outcome
- Develop perseverance by helping pupils to see challenges as opportunities to grow and improve
- Gauge their understanding and identify any misconceptions
- Provide a basis both for summative and formative assessment and inform individual tracking of progress
- Provide the ongoing assessment that should inform future lesson planning

All teachers will adhere to the above principles and:

- Where possible, give immediate face-to-face verbal feedback to pupils; we recognise that this is the most effective way to help pupils to quickly understand and therefore act upon feedback
- Provide feedback in accordance with the lesson objectives/success criteria, and any personal targets for the child
- Focus on only one or two key areas at a time
- Give regular written and oral feedback, at the child's level of comprehension and provided in a timely manner; the younger the child, the more important it is that feedback is oral
- Ensure written feedback is in handwriting that is legible and a model for the child (preferably cursive)
- Provide regular 'next step' marking through the use of 'Pink for Think'; this may be in the form of a question, correction or follow-up task
- Encourage pupils to review their own work by reflecting on their effort, problem-solving skills, and how much they have improved since the last time
- Support pupils in developing resilience by guiding them to identify their own next steps

- Encourage peer-assessment that focuses on the learning process, effort and constructive next-step feedback
- Ensure pupils are given time in which to review work from previous lessons (e.g. to respond to 'Pink for Think' marking)
- Ensure all work is marked and acknowledged in some way; some work will be more relevant to have a greater depth of marking with next step comments

Guidelines

It is important that there is clear school consistency in the use of marking codes, colours and keys.

- Marking should be completed in black or green
- Pink is used for next step marking ('Pink for Think'); code NS in pink pen for 'next steps' (targets) can be used (e.g. 'NS – Now ensure you use a range of paragraph openers')
- Where a pupil has been given a specific 'Pink for Think' next-step task (e.g. a question to complete), this must be ticked/acknowledged following completion
- Where a pupil has received significant support, the level/nature of support should be indicated using the teacher support/TA support stamps
- The lesson objective should be clear on each written piece of work; depending on age and ability, lesson objectives can be written by pupils or may be pre-printed or written by staff
- All work for Infant pupils should have pre-printed lesson objectives
- Where verbal feedback is given, staff to use the verbal feedback stamp; older pupils may then record 'note to self' using the code N2S

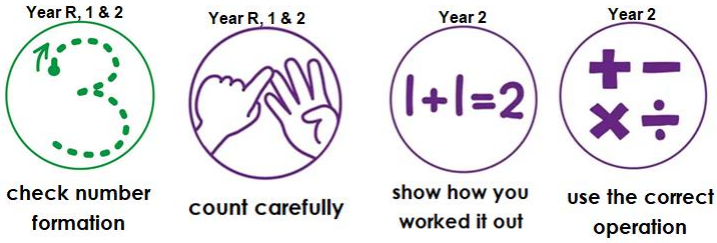
- Where the verbal feedback stamp is used, teachers to use code to indicate nature of this feedback:
  e.g. T1:1 (Teacher 1:1)
  TA1:5 (Teaching Assistant 1:5)
- Be specific and avoid general comments; e.g. good choice of adjectives rather than simply 'good'
- Where appropriate, older children may mark their own (or another child's) work, but the teacher must always review this marking
- The following codes can be used by teachers at the end of children's work, to indicate the extent to which lesson objectives have been met:

VGU	Very good understanding
GU	Good understanding
SU	Some understanding
NEE	Not enough evidence

Maths Guidelines

✓ Shows a correct answer
• This shows an incorrect answer and needs correcting, unless otherwise stated on work; no incorrect work should be crossed

- Pink for think questions may be used, for example, to test recall, ask children to practise a method again or to deepen understanding through a challenge
- Marking stamps are used in the Infant School; these highlight ongoing areas of improvement, which are likely to be separate from the main learning intention

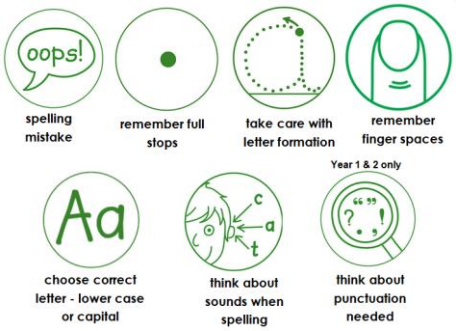


English Guidelines

✓ Shows a correct answer
• This shows an incorrect answer; no incorrect work should be crossed

- Pink to be used to indicate corrections, improvements and extension of learning
- In the Infant School, learning objective and success criteria to be stuck into pupils' books
- In the Junior School, learning objective and success criteria to be clearly shared
- Marking stamps to be used as needed. These highlight ongoing areas of improvement, which are likely to be separate from the main learning intention.

Infant School – English Marking Stamps



Junior School – English Marking Stamps

Rewards

- Gold house point stickers can be used in children's books
- Entry in the Gold Book
- Pupils can also be rewarded individual certificates to reward outstanding effort/quality of work and these are presented during an assembly
- Exceptionally good work, effort or conduct may be referred to one of the Assistant Principals or the Principal who will award a sticker, certificate or special badge
- Postcards home

Miss N. Marshall
Assistant Principal
St Andrew's School

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