



Marking and Feedback Policy

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Marking and Feedback Policy
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1. Introduction

- 1.1. At St. George's School we are committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the pupil, through which feedback can be exchanged and questions asked; the pupil is actively involved in the process.

2. Aims

- 2.1. For pupils marking and feedback should:

- Be understood.
- Be consistent.
- Be based on criteria shared with the child at the introduction of the piece of work.
- Give constructive feedback to pupils and pinpoint future targets for progress.
- Acknowledge achievement and effort appropriately.
- Motivate the child and raise self esteem.
- To encourage children to check their own work so that they can become effective independent learners.

- 2.2. For teacher marking and feedback should:

- Evaluate the impact of their teaching on pupil's knowledge, understanding and skills.
- Diagnose individual learning needs.
- Inform them of the progress pupils are making.
- Respond to individual learning needs, marking face to face with some and at a distance for others.
- Promote a level of presentation in accordance with the high expectation of the school.

- Allow specific time for children to read, reflect and respond to marking
- Inform future planning.

3. Forms of Marking

Literacy

- 3.1. Children need feedback on their work in order to improve. Written comments remind the pupil and teacher about the evaluation of previous work. There will be a progression through the school from oral comments depending on the pupil's ability to read and the increasing volume of work to be marked.
- The colour of the marking pen will be green so that it may be easily identified.
 - All Literacy work will be marked to provide detailed feedback followed by a next step target, aiming to close the gap between what has been done and what could have been achieved. This will be done using the Two Stars and One Wish scheme. The two stars will highlight two strengths that have been identified during the lesson and the wish (shown by a wand symbol) will suggest what could be done to improve it next time.
 - Some pieces of work will be edited (self marked) by the child themselves. This will be used in order to develop proof reading skills and a self awareness of what they need to do next.
 - Selected pieces of work will be peer marked. These will be clearly identified by a coloured border around the comments.

Numeracy

3.2. In the **Reception** and **Key Stage 1**

- Marking will be in green which stands out from the work.
- ✓ will show a correct answer
- . means have another go

- Written feedback will be made using the Two Stars and a Wish Scheme.

3.3. At **Key Stage 2**

- Marking will be in green which stands out from the work.
- ✓ will show a correct answer
- • means try again
- ✓c indicates a corrected answer
- Written feedback will be made using the Two Stars and a Wish Scheme.

Special Educational Needs

- 3.4. At St. George's School we ensure that all children have access to the marking process whatever their ability or individual need. Individual needs and targets will be taken into account on any piece of work.

4. High Potential Learners

- 4.1. In cases of High Potential Learners it may be beneficial to measure progress and achievement against a higher level; this can be arranged if applicable.

5. Monitoring and Review

- 5.1. This policy will be monitored by the Deputy Head Teacher and reviewed yearly.

6 June 2016

Stuart Compton, Deputy Head Teacher