

## Ingleton Primary School Marking and Feedback Policy

'Feedback is only effective if it is acted on.' Shirley Clarke

The 4th Key Principle of Assessment for Learning is: 'Provide feedback to children on their successes, show them improvements and provide them with time and opportunities to make these improvements'. Ann O'Connor

### Rationale

It is important to provide constructive feedback to students, focusing on success and improvements against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

### Aims

What are the principles that guide the Ingleton Primary School's approach to feedback?

Marking and feedback should:

- be manageable for teachers and meaningful to students;
- relate to the learning intention and comment on previous attainment within the context of the learning intention;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for students to read, reflect and respond to marking;
- inform future planning and target setting;
- use consistent clear marking codes across the school;
- ultimately be seen by students as a positive approach to improving their learning.
- be appropriate for the piece of work and the particular child

Research has shown that consistent and effective marking has a significant impact on raising achievement.

### Principles

The most effective feedback is oral feedback, after which pupils should take immediate action on this feedback. However, it is not feasible to expect teachers to give all pupils oral feedback during every lesson, so it is at this point that one of the following needs to take place in order for children to receive effective feedback:

- self assessment
- peer assessment
- teacher marking.

This guidance focuses on marking - and provides standardisation and consistency of practice throughout the school and its implementation is the responsibility of all staff.

### Self Assessment

Pupils are able to evaluate their own work against given criteria (success criteria or personal targets) and suggest next steps to their progress.

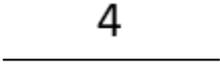
### Peer Assessment

Pupils are able to assess the work of others to a given set of criteria and with understanding and consideration can suggest improvements.

### Written feedback (teacher)

### Marking Code (English)

Comments (one or two celebratory and one improvement prompt that needs to be acted on) should be written and relate directly to the learning objective or success criteria for the task. Where a personal target for the individual has been achieved, this should also be recognised and celebrated. It is however, important to give pupils feedback as a 'reader' of their work. Comments on what you liked about their writing is crucial.

code	meaning
	Punctuation error- number denotes quantity of errors on a line or in paragraph. (capital letters, full stops, speech marks, commas, question mark etc.)
	Grammatical error or sentence doesn't make sense- number denotes quantity of errors on a line or in paragraph.
	Incorrect spelling- number denotes quantity of errors on a line or in paragraph.
	Missing word/words
	New paragraph/line needed
	Great word/sentence/punctuation etc.
T TA	Teacher assistance TA assistance
  	Pupil responses confident not sure not understood
P✓ S✓ V✓ O✓	Targets used Punctuation Sentence Vocabulary organisation

This marking code will be visible in all classrooms; in pupil's books and shared with parents. All adults working with an individual child or group of children (TA's and supply teachers) should adhere to this code.