



Marking and Feedback Policy St. Michael in the Hamlet Primary School

Intent

At St Michael in the Hamlet School, we believe that marking and feedback should serve a single purpose – to advance pupil progress and outcomes. An important element of this is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate success and progress.

Implementation

We do this in a variety of ways including through the effective use of marking and feedback.

Teachers at SMITH lay the foundations for effective feedback by providing high quality instructions.

Feedback can be given to children either verbally or in writing or a mixture of both. It can be during, immediately after or shortly after the learning. Above all, the feedback must be meaningful, focused on moving the learning forward and appropriate for the learner.

In addition to this, we recognise the value of self and peer assessment. At SMITH, our pupils are taught and encouraged to check their own work by understanding the success criteria (presented in an age appropriate way) so that they can complete, and assess, their work to the highest standard.

We use the Balance assessment tool to feedback to our children in real time where possible and to assess their learning. The children are confident with the Balance language and are able to self-assess by stating where they feel they are on the Balance wheel either verbally or in their book. This enables teaching staff to see how the children feel about their own progress.

The Balance assessment then feeds into the planning cycle – see the Assessment Policy for more information on this.

As well as using Balance effectively and giving children verbal feedback, written feedback is also a necessary part of our marking policy.

To ensure consistency across the school, the following have been agreed:

- ✓ Feedback can take the form of verbal feedback, written marking, peer marking, self-assessment or a combination of these.
- ✓ The focus of marking is on the quality of feedback and not the quantity, in order to be effective and directly impact learning.

We are
Safe, Motivational, Inclusive, a Team and Happy



- ✓ Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges.
- ✓ We use the following colours when marking: **green for good, pink for think and purple for pupils to correct / self assess.**

Impact

Feedback will have the greatest impact on the child's learning if it is effective, which is why all members of staff at SMITH adhere to this policy. The impact of the feedback we give is that it will further develop a child's learning and ensure they make maximum progress.

Reviewed September 2021

Next review date: September 2022

