**YSGOL GYNRADD EGLWYS YNG NGHYMRU RHAEADR GWY**

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**RHAYADER CHURCH IN WALES PRIMARY SCHOOL**

**MARKING & FEEDBACK POLICY**

**2020 -2021**

**Article 29: “You have the right to become the best that you can be.”**

**Introduction**

At Rhayader Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in style used by individual teachers, and the age of the children will have to be taken into account.

However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process and as a school we follow the ‘double tick’ and use AFL strategies for moving children forward thus ensuring consistency.

**Aims and objectives**

We mark children's work and offer feedback in order to:

* show that we value the children's work, and encourage them to value it too;
* boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
* give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
* offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
* promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
* gauge the children's understanding, and identify any misconceptions;
* provide a basis both for summative and for formative assessment;
* provide the ongoing assessment that should inform our future lesson-planning.

**Principles of marking and feedback**

We believe that the following principles should underpin all marking and feedback:

* The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child and Quality Feedback Time built into daily lessons.
* Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
* Marking should always relate to the lesson objective, success criteria, LNF and, increasingly, the child's own personal learning targets.
* Simple codes will be used across the school consistently (See appendix)
* The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond, other arrangements for communication must be made.
* Comments should be appropriate to the age and ability of the child.
* Comments will focus on only one or two key areas for improvement at any one time and should relate to the Objective of the lesson.
* Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the Objective of the lesson and the success criteria for the task right from the outset.
* Whenever possible, marking and feedback should involve the child directly. Therefore wherever possible feedback is oral and immediate.
* The marking system should be constructive and formative. i.e. a star system to show understanding of the task and a question to move the children learning forward /deal with a misconception which should always be answered by the child (however the questions would not be in every piece of marking).
* For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
* Feedback may also be given by a teaching assistant, or through peer review.

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Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).













In Key Stage 2 the following codes also be will be used

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| √ | This work is good |
| √√ | This work is excellent |
| S | Spelling mistake |
| * (Under a letter) | Capital Letter use |
| P | Punctuation |
| T | Mutation (Welsh stream only) |
| ∕ | Space needed |
| // | New paragraph needed |
| Date? | No date on work |

During the Covid-19 pandemic, the school has needed to adapt the teaching to a blended learning style. This is where some learners are in school to work face to face with staff and other learners are working at home. The school is committed to providing digital devices and MiFi connections to learners who do not have the access at home; however it does recognise that paper based activities will be required by some families. The school will provide equality for all and teachers will plan activities that can be completed on paper as well as online. Where possible, live sessions will be held for groups and for whole class interactions.

For online learning, feedback will be provided on work handed in via the online platforms used, Seesaw in the English reception class and Hwb Classroom for all other classes. The feedback will either be written comments on the individual piece of work that is then shared with the child for teacher to pupil dialogue or via google extensions such as Mote where the teacher and pupil can have oral dialogue about the piece of work. The highlighting colours contained in this policy can be used both on paper and online and will show the good points and points to correct in individual pieces of work. E-Safety procedures will need to be followed when providing feedback and the recording of inappropriate comments or concerns from teachers. It is important that teachers record all comments in the incident book in the office.

The school does not expect the teacher to mark work handed in late online, most activities are given a week to complete and the work will be given feedback during that week. Teacher workload is reduced by moving on to marking the relevant week’s work only. Teachers may wish to revisit and respond to previous work if they have time.