Marking and Feedback Policy

Aims

· To make marking 'meaningful, manageable and motivating'

· To provide a framework to ensure consistency and high standards.

· To provide appropriate feedback to pupils to give encouragement, improve confidence, recognise achievement and develop learning.

· To assess children's performance against stated learning objectives.

· To provide information to aid curriculum planning, identify pupils' needs, aid reporting and facilitate progress.

· To encourage all pupils to take responsibility for their own learning and produce increasingly better work.

We believe effective Marking and Feedback should:

· Have immediate/rapid impact. Without impact it is pointless.

· Impact on planning. Assessment must guide planning, otherwise it is of little value.

· Be manageable.

· Be precisely targeted to the intended learning.

· Be meaningful to the child's age and attainment and achievable.

· Be concise, using visuals and modelling where appropriate.

· Be consistent across classes and the school.

· Identify strengths and next steps

· Be acted on- time needs to be given for this.

· Be given in a timely fashion - ideally during the lesson

Feedback should mainly be feedback for the teacher about what to do next. It is information about reactions and/or performance that is used as a basis for improvement. Quality feedback tells us what should feed forward into planning future teaching.

Looking at pupils' work, either within the lesson or after it, and responding to what you see, is the most important form of feedback. It's feedback for the teacher, about the pupil. The teacher needs to use this feedback to decide what to teach next.

- **Reteach** – they don't understand this. I need to reteach with different examples

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- **Revise** – they know something about this, but we need to go over it again because otherwise, they will forget it
- **Redraft** – they can do this better. I need to model how to improve it.
- **Practice** – they can do this, but it is not yet automatic
- **Check** – I need more information before I am convinced, they really have this securely
- **Move** on to something new
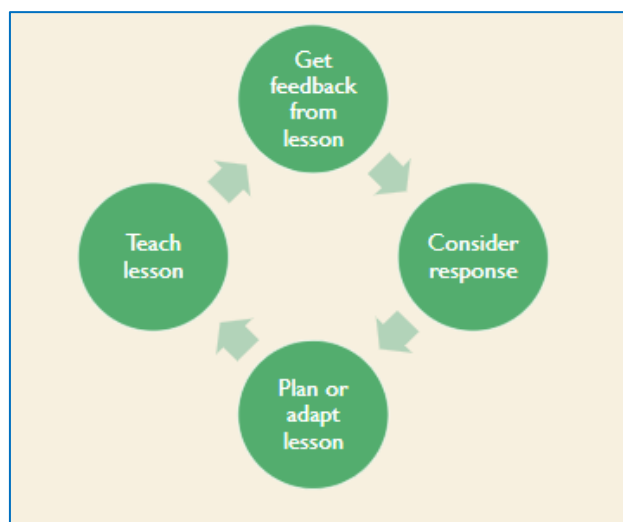
Feedback needs to be not only accurate in its diagnosis of what is wrong, but also helpful in enabling the learner to put it right.

- Model the improvements you want to see
- Do one improvement at a time
- Children then either find or correct in 'work' you have written
- Or their own work
- Or do some other tasks that helps them improve that skill

Verbal Feedback

It is important that all children receive regular verbal feedback. Oral feedback should be positive in nature and move the pupil's learning forward. Regular times to stop and reflect during lessons to clarify thinking, share good examples of work, and redirect and support children that need it is good practice.

Acknowledgement Marking

Acknowledgement marking is simply to inform the child that the teacher has checked their work and noted how well they did to inform future planning. This could be the use of stamps, stickers, signatures or a quick comment. Sometimes it is good to write a positive comment linked to learning and/or if children have been awarded a bead.

Updated February 2023

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Self-Marking and Peer-Marking

All children (particularly in Key Stage 2) are encouraged to self-evaluate or peer evaluate by identifying areas of success and development in a piece of work. Children marking a piece of work should be encouraged to always relate any comments to the learning intention. They need to be taught this and it modelled over time to enable success and skill at it.

Whole Class Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need More Support
Presentation	**Basic Skills Errors**
Misconceptions and Next Lesson Notes	

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
Focused Marking

Focused marking should happen on every piece of extended writing

Quality marking must relate to the learning intention.

It differs slightly depending on the subject:

English

- Pupils check their own writing – they try to identify own errors (spelling, punctuation and grammar) then correct
- Pupils are given time to edit writing for improvement of content
- Ensure teacher comments are legible and follow handwriting scheme
- Teachers use pink for marking; children use purple
- Use seesaw for reading conversations/ oracy
- Feedback important on Seesaw posts

English Marking Codes	
S	Support given
Supply	To indicate that this was taught by supply teacher
VF or 1:1C	Verbal feedback given 1 to 1 conferencing
Purple Pen	Pupil comment/marking Make sure initialled
Highlighted or underlined	Spelling error
ü	Correct answer
∿	change word or sentence
//	New paragraph
/\	Add a word
◯	Punctuation needed

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finger space	On the line	Full stop	Capital letter
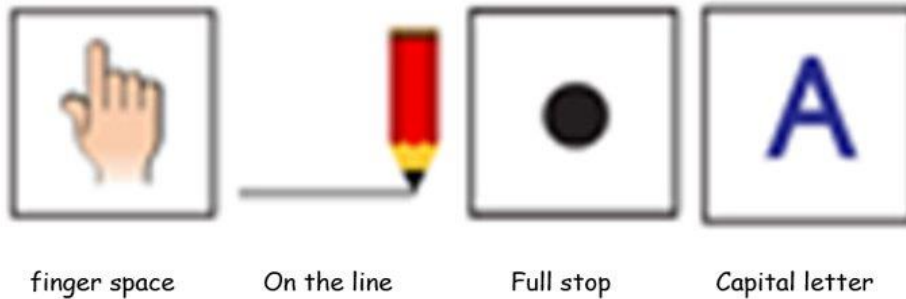
Maths

- Pupils check their own work – if incorrect, try to identify own errors and then correct
- Teachers use pink for marking; children use purple
- Time needs to be given to editing Journals and correcting errors or making improvements
- Ensure teacher comments are legible and follow handwriting scheme
- Use seesaw for sharing learning
- Feedback important on Seesaw posts

Maths Marking Codes	
S	Support given
Supply	To indicate that this was taught by supply teacher
VF	Verbal feedback given
Purple Pen	Pupil comment/marking/editing
ü	Correct answer
●	Error
●C	Work has been corrected and checked