

Marking and Feedback Policy



Approved by the governing body on:-	
Signed (Chair of Governors)	
Review Date	Autumn 2017

Marking and Feedback Policy

	<p><u>RATIONALE</u></p> <p>We believe that consistency within our curriculum is essential in order to ensure continuity from Reception to Year 6.</p> <p>Our approach to marking and feedback reflects this belief and is vital in providing positive reinforcement for the children and impact in the learning process.</p> <p>Consequently, marking and feedback can help children achieve their required standards and improve their work.</p>
	<p><u>THE NATURE AND PURPOSE OF MARKING</u></p> <p>Marking and feedback should be manageable for teachers and relate to the learning intentions shared with the children.</p> <p>Marking and feedback will provide opportunities for the following:</p> <ul style="list-style-type: none">• To give recognition, praise and encouragement• To involve children in the process of marking to move learning forward (including, self-, peer-, face-to-face or marking without the pupil present)• To respond due to consistent strategies across the school• To identify and act upon individuals strengths and areas for development• To give response time and strategies for improvements• To gain information for planning future work, differentiation and targets• To give opportunities for learners to reflect on their learning needs• To monitor the progress of individual children based on previous attainment• To provide consistency for children to understand marking techniques, symbols for feedback, encourage self-correction and dialogue to independently develop their work• To provide a basis for ongoing assessment <p>It is important that each child should experience success, whatever his/her level of achievement is.</p> <p>Marking of tasks set for assessment purposes will contribute to curriculum assessment</p>
	<p><u>IMPLEMENTATION</u></p> <ul style="list-style-type: none">• All work will be valued and have feedback but this may take a variety of forms• Reception feedback will be mostly oral, stamps on work and use of stickers, but we also introduce written comments, symbols and the early stages of reference to targets.• Key Stage 1/2 will continue with the above which will develop throughout the school with increasing written comments and peer and self assessment.• We encourage pupils in to be more reflective in marking and challenge them through dialogue.• All staff will be involved in the marking and feedback process under the guidance of the class teacher.

We will mark and give feedback in the following ways:

- Marking and feedback will relate to learning objectives determined before work is set.
- During lessons, dots/lines will highlight opportunities to correct during the lesson.
- Comments will be both positive ☆ and give direction for improvement ☞.
- Progress against success criteria will be outlined by ✓ (practise) ✓✓ (nearly) ✓✓✓ (got it).
- Corrections will be carefully targeted at aspects which the teacher considers to be the most significant for each child.
- Marking information will be used by teachers and acted upon by children.

Guidance on written comments

Marking will relate to Desirable Outcome of Learning and the National Curriculum.

Spelling, punctuation and grammar should not be asked for in every piece of narrative writing as children cannot effectively focus on too many things in one space of time ~ the use of critique and multiple drafts will enable all elements to be addressed, if applicable.

Written comments will be made where the teacher thinks it appropriate.

All children will receive a mix of comment types throughout their work ~ pupil response time will help check against this.

Written comments will serve to challenge, practise a skill, correct or add depth to work.

Written comments will develop children's positive learning attitudes in terms of response leading to impact on moving learning forward and closing the gap.

How we will record marking:

- Staff will be consistent in the use of symbols (see below)
- Marks and comments will be written in blue or black pen
- Teachers may discuss work content with the child for formative assessment referenced by 'we talked about this' stamp/brief comment.
- When spelling is a focus, an incorrect word will be indicated by staff and the child will correct the stated spelling(s).
- Not all errors will be corrected. The amount of correction will depend upon the age and level of the child and the purpose of the work.
- The extent to which pieces of work are corrected will depend on the aim of the task. The focus may include language skills, knowledge, concepts, skills, style and effort.
- Where possible, work will be marked in the presence of the child allowing the teacher to make clear the targets for future work or to clarify misunderstandings.
- Marking prompts will be used to direct questions to close the gap:
 - Reminder Prompt (eg What else could you say?)
 - Scaffold Prompt (eg the dog was so angry he ...; describe the expression)
 - Example Prompt (eg use one of these suggestions ...)

MONITORING and EVALUATION

We will ensure that all children will have their work marked in a consistent way across the school so that the children are able to understand:




- The criteria applied to the marking of their work
- The focus on the required outcome of any given piece of work

All children are entitled to have feedback on their work. Any work handed in for written comments will be returned within a reasonable amount of time.

The head teacher will monitor the implementation of this policy

Marking and Feedback Code



All work regular and dated			
Marking and Comments will be legible, neat, spelt correctly, grammatically correct and follow the handwriting policy	Blue or Black ink		
Written comments (where applicable) positive & constructive	'Wow' and 'Now'		
'Wow' comments show praise, with reference to L.O.			
'Now' comments relate to next steps, with reference to targets			
Purpose, importance and challenge through dialogue			
Learning Objectives	Written by child		
	Starts with L.O.		
	Brief description		
	Child friendly wording		
	Highlighted		
Learning Objective achieved	√		
Errors are recorded throughout the school progressively	KS1	LKS2	UKS2
	•	⊙	x
Lack of understanding of child's attack or work	?		
Praise and reward through sticker, stamps, merit	1 mp		
Corrections of spellings <small>(not applicable to spelling tests)</small>	Highlighted		
	Not every word (HFW)		
Self assessment	Traffic Lights ● ● ●		
Peer assessment	Against success criteria		
	Mark in different colour		
'Reflection Time' will be planned for and included regularly			