

Marking & Feedback Policy & Procedures

Rationale and Principles of Marking and Feedback:

The marking of children's learning provides constructive feedback which leads to children recognising their 'next steps' and how to take them. The provision of effective feedback has a profound effect on the motivation and self-esteem of pupils, both of which are crucial influences on learning. Educational research has shown that consistent and effective marking has a significant impact on raising achievement. All members of staff are expected to be familiar with the policy and to apply it consistently.

Aims:

- To give praise and encouragement to all children.
- To contribute to the assessment of children's learning and help teachers gain information for future planning.
- To provide a point of discussion between children and adults.
- To give children feedback on positives and next steps for improvement.

Marking & Feedback should:

- Be specific, relate to the learning intention or if appropriate relate to other areas of learning.
- Be manageable for the staff and accessible to the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow time for children to read, reflect and respond to marking where appropriate.
- Inform future planning.
- Use consistent codes.
- Be seen by children as a positive, constructive approach to improving their learning.

Expectations of Marking & Feedback:

All pieces of children's learning should show evidence that it has been reviewed and evaluated by an adult. This may be in the form of concise written comment, or a symbol reference made to verbal / peer feedback. Written comments from **all staff should be written in green pen**. Written comments should be neat and clear so that the children can read them.

Judgement of Learning and Understanding:



– Achieved



– More practice/need to revisit

😊 A pictorial image of a face will be used with KS1 children to indicate a token being earned. KS2 children will receive a written message '**one token**' to indicate a token being earned.

VF – Verbal Feedback (accompanied with a brief note of what was discussed e.g. '*VF – use a capital letter at the start of all proper nouns*')

Corrections and Editing of Children's Learning:

CL - written in the margin; capital letter missing in sentence.

FS - written in the margin; full stop missing or wrongly placed

Yellow highlighter is used to mark words or indicate that a child needs to edit sentence does not make sense.

P - correct answer

. incorrect answer; re-check.

A wiggly line under a word indicates a **spelling error**. The word will be written correctly by the teacher at the bottom of the page and the child will practise spelling it, three times.

Level of Learning Support:

TG – teacher supported learning.

TAG – teaching assistant supported learning.

I – independent learning; used when a child is generally heavily supported. For the majority of children, independent learning is the norm.

Self –Assessment:

Children should be encouraged to self-assess their learning. This can very often be done verbally in discussion with the teacher during or at the end of a lesson. Occasionally, and particularly in KS2, children should be involved in more detailed self-assessment where they may evaluate their learning against a 'Success Criteria' e.g. when completing an extended piece of writing at the end of an English unit.

Next Steps for Learning:

Ensuring children know what they need to do to improve is paramount to effective learning and child development. If the next steps are appropriate in the following lesson e.g. letter formation, high frequency spelling word etc. then the next steps should be written at the bottom of the page. This will ensure that the feedback has most impact directly on the following learning.

Comments such as the following may be used:

'It would be even better if...'

'Next time...'

Next steps may also be discussed verbally and should be recorded as outlined above.

Responding to Feedback:

An effective method of ensuring understanding of feedback and giving children a voice is to allow them time and space to respond to feedback. This dialogue should be encouraged between adults and children.

Planning of most lessons should involve 2-5 minutes at the beginning to allow for children to read the comments written in their book following marking and to correct spelling errors. This also allows time for targeted children to have their comments read to them by an adult in the class. Children will use **purple pen** to edit their work and respond to feedback. This will be introduced in Owls.

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Date written: November 2022

Review date: Autumn 2024