**MARKING & FEEDBACK POLICY**

**Banks St Stephen’s CE Primary School**

This policy has been written with regard to the following documents:

***“Eliminating unnecessary workload around marking” (Report of the Independent Teacher Workload Review Group March 2016)***

***“A marked improvement?” ( EEF: A review of the evidence on written marking April 2016)***

***Ofsted Inspection Handbook***

**Principles**

* Feedback (both oral and written) is a valuable part of the learning process.
* It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil).
* Pupils are given opportunities, usually oral, to respond to feedback.
* Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge.
* Feedback and marking should focus on the learning objective and success criteria.
* Spelling, grammar and presentation may also be commented on, according to the pupils' age related expectations.

To maximise the impact of feedback and marking, it must be embedded in effective assessment for learning:

**Marking Strategies**

* Verbal feedback
* On the spot feedback
* Distance marking
* Self–assessment and evaluation
* Peer assessment and evaluation

**Expectations:**

* Any work assessed by pupils will be acknowledged by an adult.
* All work will usually be marked by the next lesson in that particular subject.
* Detailed feedback and marking will be given as appropriate to ensure continued progress.
* Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. Pupils may be asked to correct some misspelt words in each piece of work as appropriate.
* In topic work, there will be an expectation that key vocabulary is spelt correctly and grammar, punctuation and spelling expectations are the same as work in English books.
* In maths, correct answers will be ticked and misconceptions dealt with by the teacher with pupil as soon as possible.

**Marking Codes**

**(used by both teachers and TA’s)**

|  |  |
| --- | --- |
| **VF** | Verbal feedback. |
| **I**  | Independent work |
| **S** | Support given |
| **LO✓** | Learning objective achieved |
| **Sp** | Spelling error |
| **□ or P** | Missing or incorrect punctuation |
| **Gr** | Incorrect grammar |
| **/** | New line |
| **//** | New paragraph |
|  | Objective achieved |
|  | Can be improved |

**Review:**

This policy was written in consultation with all teaching staff on 11th December 2019 and will be reviewed in December 2021.

**SEE ALSO:**

Assessment Policy

EYFS Policy

Teaching & Learning Policy

Inclusion Policy