




Marking and Feedback Policy

Review Frequency	Annually
Most Recent Review	Spring 2021
Next Review Due	Spring 2022
Head Teacher	 Ms. Leah Wright

Marking and Feedback Policy

We believe that feedback and marking should provide constructive feedback to every child, focusing on success as well as improvement needs, against learning objectives, providing appropriate challenge to further their learning. Marking must help children become reflective learners and help each child reach their full potential. Marking also provides the teacher with evidence about progress and attainment in any lesson and must be used to inform future planning. Feedback must be accessible to everybody including the child, parents and adults who may work with the children.

Principles of marking

Marking and Feedback should:

- be accessible to children
- be manageable for teachers
- relate to learning intentions and the steps to success of the lesson
- involve all adults working with children in the classroom
- give recognition and appropriate praise for achievement
- give clear strategies for improvement and challenge to extend learning by developing on learning intentions from each lesson
- allow specific time for children to read, reflect and respond
- inform future planning and individual target setting
- involve children in the marking process (whether oral or written) through peer and self-marking
- progressive, building on previous attainment
- not include repeated comments as areas should be retaught to support children who do not understand concepts or methods
- respond to individual learning needs, i.e. provide oral face-to-face instant feedback when needed
- be clear, legible and age appropriate.

Frequency of marking

English and mathematics

One piece of work per week will be marked with a positive learning comment and a next step assessment for learning comment. Other work must be initialed to acknowledge that the teacher has looked at the book and a learning intention tick or question mark written to acknowledge pupils understanding. If mis-conceptions are noticed, a brief comment can be given and a note made on planning to remind teachers to further investigate and provide additional support.

In English the assessment independent piece of writing at the end of a genre or unit of writing is marked with a positive learning comment and a next step 'assessment for learning' comment.

Comments relating to the amount of work, or presentation of work are in addition to this rather than instead of.

Guided reading marking consists of learning tick or question mark depending on pupil's progress matched to learning intention.

Science

Should consist of learning intention tick or question mark, depending on pupil's progress matched to the learning intention. The science investigation (once every 3 weeks) will be marked with a positive learning comment and a next step assessment for learning comment based on their science progress. **This evidence contributes to evidence towards the achievement of the assessment criteria of either maths or English (reading or writing).**

Foundation subjects

Marking consists of learning intention tick or question mark depending on pupil's progress matched to learning intention. At least once every half term, pupils will do a piece of extended writing based on the theme of the topic. This will be marked with a positive learning comment and a next step assessment for learning comment focussing on their cross-curricular writing skills. This contributes to evidence towards the achieving of the assessment criteria in either reading or writing.

Types of marking

The rationale behind marking and feedback is to have a positive impact on children's learning and to improve the progress of the child.

In English, the assessment piece of work will be marked using 'You can' positive comments and 'Next steps'. This will be matched with assessment criteria

Comments must refer to the learning intention of the lesson or a challenge. All comments should impact on children's progress.

Pupil peer and self-assessment

- Sessions may allow time for children to self-mark and assess.
- Peer assessing should be modelled and then used when appropriate (minimum weekly in all subjects).
- Children should have access to clear success criteria when assessing themselves or their peers.
- Children should have knowledge and understanding of the learning intention and steps for success.
- Children use a red pen to show when they have marked work, as opposed to their teacher.
- Teachers model how to mark pupil's learning prior to peer marking or editing.
- Establish agreed marking etiquette, which is displayed in classrooms.

Pupils responding to marking

- Children must be given time to read and respond (always in writing) to written feedback at the beginning of each lesson in red pen.
- Teachers should read to pupils, who are unable to access the comments, whilst others are responding to marking.

Presentation

- All work to have the date, title and learning intention.
- Learning intention refers to the skills that the teacher has planned for children during learning sessions rather than the task.
- The steps of success consist of 'I can' statements.
- Margins drawn on the left hand side with ruler 2 squares from the edge of the page.
- One digit per square in maths books.
- Diagrams drawn in pencil.
- Children write using a pencil, except those who have been given a pen licence. Black pen is to be used by children, once they have received this licence, in all subjects at all times.
- Teachers should write using a green pen only, and ensure that they model neat cursive handwriting following the school handwriting policy, at all times.
- **No rubbers are to be used as mistakes are valued. If mistakes are made, they are crossed out with one line using a ruler.**

EYFS



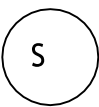





- Marking must relate to the learning intention, which is achieved through group work, adult or child initiated play.
- Tapestry is used to record evidence and to note different aspects for assessment purposes.
- Feedback should have an oral focus but can be recorded through ICT i.e. photos and captions, interactive whiteboards, and written comments / on notes.
- Peer and self – assessment must be recorded by the teacher to show reflective practice.
- The feedback, whether written or oral, should relate to the learning intention and/ or observations witnessed, if child initiated play.

Our Marking Codes

Symbols for both teacher and pupils

- | | | |
|---|-----------------------|--|
| ✓ | Tick for correct | LI tick/tick – Learning Intention achieved |
| ? | For incorrect answers | LI? – Learning Intention not achieved |

Teacher symbols

-  Oral comment
-  Spelling – 3 spellings written correctly and copied: believe _____/_____/_____
-  Scribed for a child – Year 1 and 2 only or children with specific needs
-  Independent work
-  Teaching Assistant Assisted
-  Class Teacher (If anyone other than the regular class teacher is marking e.g. supply or cover then they must write their own initials.)
-  Intervention group (children taken out of lesson for intervention)
-  Music lesson (children having music lesson)