



'Loving God in all we do'

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FEEDBACK AND MARKING POLICY

Overview

Quality feedback and specific marking help children learn. At St Anne's we believe that feedback and marking must be consistent across all subjects. Feedback and marking must be meaningful, manageable and motivating!

Aims

1. To accurately monitor, evaluate and review children's learning.
2. To accurately identify the children's next step in their learning.
3. To celebrate and reward children's achievements.
4. To improve children's learning as a result of teachers' feedback and marking.
5. To encourage a working dialogue between children and teachers based on learning.

Strategies

There will be a range of feedback and marking strategies used by teachers as appropriate to the different ages and specific needs of our children.

1. Teachers' verbal and written feedback will be clearly understood by the children and reflect the school's positive and rigorous learning culture.
2. Verbal feedback will be given during the lesson and/or prior to the beginning of the next lesson.
3. Responding to verbal or written feedback must be at an age appropriate level.
4. Children must be given time to respond to feedback and marking.
5. Summative marking will highlight when an answer is correct or incorrect.
6. Formative marking will focus on the learning objective and provide a concise and accurate next step to improve children's learning when this is appropriate. Teachers recognise that there may be times when it is not appropriate to provide a next step.
7. Spelling, grammar and punctuation will be appropriately corrected based on the year group expectations, the ability of the child or subject specific language. A maximum of three spellings will be corrected in any one piece of work
8. All work will be marked once completed.
9. Feedback and marking will be consistent across all subjects.
10. Teachers recognise that children's involvement in feedback and marking is a skill that needs to be taught at an age appropriate time. Verbal feedback with peers celebrating learning is

appropriate to all children whilst written feedback is developmental and only appropriate for children as they progress through KS2.

11. All adults working with children will provide feedback in line with this policy.

The following marking codes have been agreed:

LO – Learning Objective Achieved

LO - Learning Objective partially achieved

LO – Learning Objective not achieved.

NS – Next Step/Next steps.

S – supported by the teacher **TA** – supported by teaching assistant **VF** - for verbal feedback

I - for independent work **ST** - for work marked by supply teacher

SP - for a spelling mistake with the incorrect spelling underlined in green pen. Children will copy the correct spelling three times underneath the teachers' marking. In UKS2 teachers will highlight the spelling mistake and children will be expected to use a dictionary to find the correct spelling and then copy out three times.

Grammar mistakes will be highlighted with a green pen and corrected in Year 1. From Year 2, children will be expected to correct mistakes with a purple pen.

Outcomes

Feedback and marking will be used to celebrate children's progress and to encourage children to continue to learn. The policy will be reviewed on a regular basis. The school leadership team will monitor the impact of feedback and marking as part of their weekly monitoring of standards across school.