



**St. John's C. of E.**

Blackpool's First Free School 1817

# Marking & Feedback Policy

Last updated: September 2021

Person responsible for policy: Miss. A. Johnston

Next review due: September 2024

### ***Aims and Purpose***

The aim of this document is to set out the expectations and procedures that teachers should follow when marking children's work or providing other means of feedback.

The sole purpose of the marking and feedback is that it is done for the children; to provide them with advice and guidance on how to improve their work and therefore move their learning forward.

### ***Audience***

All teachers should use this policy to inform their practice.

Class teachers should inform supply teachers of their expectations and practice, to ensure consistency.

When school support staff mark children's work, they should work under the guidance of the class teacher.

### ***General expectations***

Children's work should be marked (or alternative means of feedback given) when the children are going to return to it to make amendments, corrections or add additional work.

Marking and feedback should focus on improvements and amendments to that piece of work, not give targets for future work.

Long, celebratory marking is unnecessary and does not have impact.

There is no correct colour of pen that should be used for feedback, but it should contrast the children's original writing.

Marking and feedback must always be responded to; otherwise, it is ineffective in terms of the effort that has gone into it.

Feedback must be acted upon quickly, before moving on with something else. Marking and feedback should be regular and timely, so that children have the opportunity to respond whilst they are still engaged with a piece of work, or on reflection shortly afterwards. The longer the time left between marking/feedback and response is proportionate to the impact it has.

- Children's response to feedback should be in a different colour to that used in the original work.
- Any response must be an opportunity for the children to move their learning forward through up-levering, editing, improving or correcting.
- Marking and feedback should be relevant to the age and ability of the children.
- When verbal feedback has been given, there is no need to record this in the children's work.
- If marking is done on a post-it note or equivalent, this should be left attached to the children's work.

### ***Subject-Specific Expectations***

When working in a cross-curricular way, particularly with writing, marking and feedback should reflect the English content and the subject being taught. Not all pieces of work need to be marked in depth for both subject areas, but the skills and knowledge for each area should be focused on as appropriate for the task.

### ***EYFS-Specific Expectations***


The majority of feedback in Reception should be verbal, with children having the opportunity to respond whilst they are still engaged in the task. Annotations should be made to identify work that is independent or adult-led (identifying support where it has been given and response where appropriate)

### ***Consistency***

All school staff should follow this policy to inform their practice. Teachers have the autonomy to adapt their marking styles to suit the needs of their class and to make their workload manageable; however, all staff should use the following whole school marking code for common feedback, ensuring consistency across the school:

## **Marking Codes**

### **Symbol Meaning**

√	Correct/good point
•	Check again/incorrect
	Correct a spelling mistake
<b>S</b>	Supported work
?	This does not make sense
Λ	You need to add a word.
<b>G.G</b>	Guided group
©	Correction