



# Marking and Feedback Policy

## Key Document Details

School Name: The Manor School

Version no: 2

Author: Emma Shires

Owner: Hannah Gordon

Approved by: Hannah Gordon

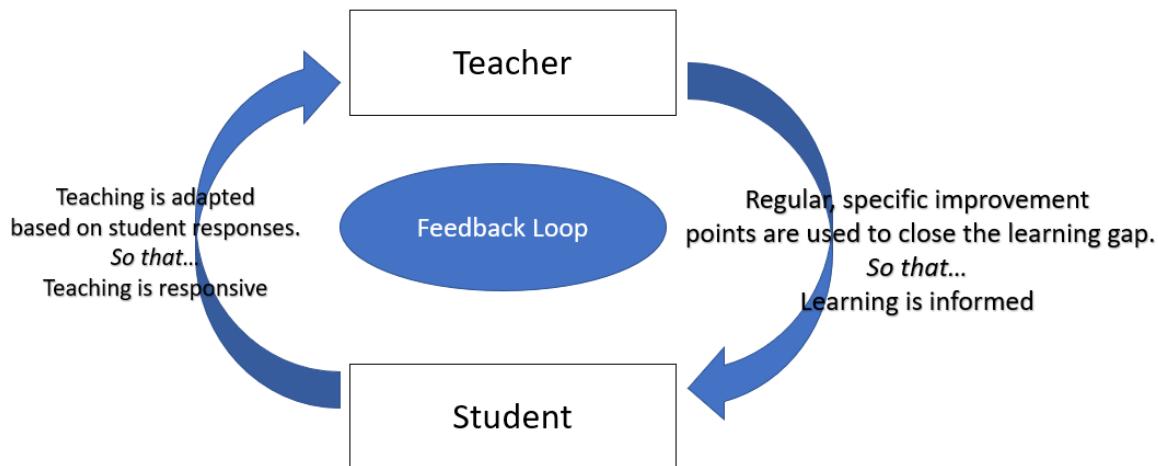
Ratified date: 02/09/2021

Interim review date: 02/09/2022

Next review date: 02/09/2023

The Manor School is committed to providing relevant and timely feedback to pupils. Feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

This diagram explains the 'feedback loop' which we use:




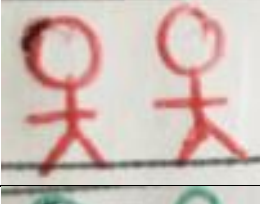
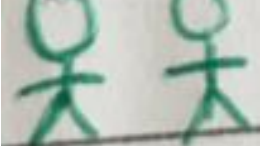
During all lessons teachers will aim to offer as much immediate feedback as is possible. Teachers will incorporate regular 'pit stops' into their lessons to check children's current understanding and eliminate misconceptions and deepen understanding in a timely manner.

The main aims of the feedback we provide is;




- To identify strengths and weaknesses for all pupils
- To inform future teaching
- To offer immediate guidance to enable children to make more rapid progress
- To raise expectations so that teaching is focussed on misconceptions rather than mistakes
- To celebrate success and ensure all children know what 'good' looks like

All children have access to the guide 'What is in my book to help me'. This helps children to understand the principles behind the feedback that they are given.

### What is in my book to help me improve?

	When I work with a teacher, they draw two blue stick people in the margin in my book. I get feedback during the lesson.
	When I work with another adult, they draw two red stick people in the margin in my book. I get feedback during the lesson.
	When I work in a group or pair without an adult, I draw two green stick people in the margin in my book. This means I have been working independently.

### **My work might have different coloured stick men at different points of my learning.**

	My teacher always checks and stamps my work when I have achieved what is expected.
	When I see a gold star in my book, my teacher is still pleased with me, but we have talked about my next steps. Sometimes I might be asked to have another go at something.
	When I see that my teacher has highlighted some of my work, I know that my work is super amazing.

### **Distance marking**

When children do not work with an adult support during a lesson the teacher will continue to assess the children's work after the lesson.

- The distance marking form replaces distance marking in pupil books; it is a record of teachers' evaluations when 'checking' the books of children who have worked independently of an adult and is a running record of Assessment for Learning.
- Distance marking should be completed daily and must include the date to support monitoring and evaluation

- Dependent on the needs of misconception or area to develop teachers might work with the child 1:1, in a group or if appropriate put a post it note in the book for the child to read and act on (KS2). Once an area has been addressed they are ticked.
- At the end of each week take account of any aspects that require follow up in the next week if they have not already been able to be addressed.
- Distance marking files are kept in chronological order by the class teacher
- Distance marking files will be reviewed by phases and SLT.
- Distance marking files should be in class for all adults to be able to use to support the children.