



Marking and Feedback Policy

- We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive, developmental feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.
- We believe that all work recorded in books must be marked or acknowledged as soon as possible after it is completed as this shows how much value we place on children's achievements.
- We feel it is essential to have in place a relevant and appropriate marking code (see appendices A and B) which is consistently used throughout the school and is clearly understood by the children.
- We value the importance and impact of verbal feedback and encourage children to be self-evaluative.

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve their targets and make progress.
- To provide an assessment record of children's achievement and progress, feeding into teachers' planning for the next stage of learning.

Responsibility for the Policy and Procedure

The Governing Body has:

- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
- delegated powers and responsibilities to the school improvement committee and to the headteacher to oversee the development of this policy
- responsibility for ensuring that the school complies with all equalities legislation
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and Senior Leaders will:

- ensure that marking and feedback is purposeful and manageable for teachers
- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting
- ensure consistency in marking throughout the school
- provide supportive guidance for parents
- provide guidance, support and training to all staff
- monitor and evaluate this policy

Subject leaders will:

- review and monitor by regularly scrutinising pupil's work and by undertaking moderation exercises
- provide guidance and support to all staff



Teachers and support staff must ensure that:

- they use the agreed marking code
- their marking has a purpose and is clear and consistent
- children are encouraged and rewarded for their efforts and progress
- marking and feedback informs weekly planning
- children know their targets for improvement
- children celebrate their achievements
- report any concerns they have on any aspect of the school community

Pupils must:

- understand that marking and feedback highlights their strengths and areas for development
- understand the marking code which is displayed in the classroom
- be aware of the next steps for improvement
- be encouraged to respond to feedback
- celebrate their achievements and share their work with others

Parents must:

- must be aware of the school's marking and feedback policy
- realise that marking and feedback highlights a child's strengths and areas for development
- use the marking as seen in their child's books as basis for discussion on their child's progress

Raising Awareness of the Policy

We will raise awareness of this policy via:

- the school website
- the staff handbook
- meetings with parents such as introductions, transition-meetings, and parent-teacher consultations
- school events

Training

We ensure all members of school staff have equal chances of training, career development and promotion. Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Annually (or more frequently when the need arises) the effectiveness of this policy will be reviewed by the Headteacher and the senior leadership team, and the necessary recommendations for improvement will be made to the Governors.



APPENDIX A

Marking and Feedback General Principles / Practice

- Work should be marked as soon as possible after completion, in green pen
- Verbal feedback, where immediate and effective, may replace written feedback
- Written feedback should be:
 - precise, and directly linked to lesson objectives
 - developmental: positive, constructive, and manageable, leading to an improvement in attainment
 - presented neatly and clearly
- The marking code (see attached) should be:
 - on display in the classroom
 - understood by all pupils and consistently used by all staff
- Most work will receive two written comments:
 1. A 'sun' indicating what the child has done well / what progress he or she has made towards the learning objective
 2. 'Steps' to indicate what the child needs to do next to make further progress (this may be a question to elicit further exemplification or to generate thought).
- Children must be given adequate time to read written feedback, and to respond to it.
- Children should respond to their feedback in purple pen.
- Children are encouraged to self / peer assess as part of the feedback and assessment process.
- Where verbal feedback has been given, teachers can indicate this with a stamp or initial in place of written feedback.
- House points can be indicated at the end of work.

Correcting Spellings

- At the most, four or five spellings should be corrected in any piece of work (appropriate to the individual child)
- Identified mis-spellings can be linked to the week's spelling pattern
- When a piece of work in draft is being corrected for presentation, there may be more incorrect spellings indicated
- Incorrectly spelt key (topic / unit) words should be indicated
- Incorrect spellings should be underlined and indicated in the margin. The correct spelling may be written by the teacher at their discretion. Children must have the time and opportunity to correct identified spelling errors
- Incorrect spellings are underlined with a zig-zag line where appropriate
- Children should correct their spellings (write out three times) at the end of the piece of work

Other Marking Protocol

- Marking should be developmental (as defined above) and should avoid an 'administrative' style (e.g. "good work", "good try", "nice story opening").
- Where work requires correction, this should be re-written underneath or on the next page (in their purple pen), rather than original work being rubbed out or altered by pupils.
- A dot will indicate work that is wrong and requires correction (usually used in maths).
- Whether and where answers are corrected is left to the discretion of the individual teacher.
- Where there are a number of errors, only the first few should be marked as wrong and then a comment should be made indicating the need to discuss the work with the teacher.
- Children can self / peer mark, providing this is overseen by the teacher.



Marking Code

	<u>Positive feedback</u> : Linked to progress towards the learning objective
	<u>Steps for development</u> : Linked to progress towards the learning objective
Sp.	<u>Spelling error</u> on this line (write in margin and underline word where necessary)
Gr.	<u>Grammatical error</u> on this line (write in margin and underline error where necessary)
CL.	<u>Capital Letter</u> needed
FS.	<u>Full Stop</u> needed
	<u>Finger Spaces</u> needed between words
//	<u>New paragraph</u> needed
^	<u>Word missing</u> ; insert here
<i>Delicious</i>	Highlighted vocabulary = <u>ambitious word choice</u>
	Indicates that an <u>adult worked with the child</u> (initial if appropriate)
	Indicates that <u>verbal feedback has been given</u>
	Indicates that a <u>house-point</u> has been earned
	Indicates that you have worked towards your own target
✓	Indicates work which is <u>correct</u> or which deserves acknowledgement
●	Indicates work which <u>requires a correction</u>
P↗	Your <u>presentation has improved</u> . Well Done!
P↘	Your <u>presentation is below expectations</u> . Think about this carefully next time.

Reminder: please do your corrections or respond to your teacher's marking UNDERNEATH their comment or ON THE NEXT PAGE, using your purple pen. Please do not cross out previous work.