



Marking and Feedback Policy

Key principles:

The purposes of marking are to:

- provide feedback about strengths and guidance about how to improve through quality marking and/or dialogue between teachers and children,
- assess children's progress and achievement, identifying children who need further support and/or challenge and the learning and teaching strategies this requires
- provide a record of progress over time and inform curricular planning and priorities for improvement,
- provide a focus for review and evaluation by teachers, leadership and management, children and their parents/carers.

In our school, we aim to develop:

- the thinking and language skills needed to reflect on learning
- well motivated, confident children who take responsibility for their own development and progress

In order to achieve our aims, we shall:

- create a culture and ethos in which we all see feedback and improvement as something helpful and positive,
- make feedback interactive through discussion, suggestions and questions enabling children to contribute their thoughts and ideas about progress, learning needs and what to do next,
- focus on success, improvement and next steps,
- link oral and written feedback to learning intentions,
- plan time for feedback and response by children and integrate it into daily learning,
- inform and modify planning, learning and teaching in response to children's emerging learning needs.

Marking and Feedback Strategies

Oral feedback

Oral feedback is used as an opportunity for all year groups to develop metacognitive strategies enabling children to refine and reflect on their learning.

Self-marking

Pupils take responsibility for their own learning and are fully involved in evaluating their own successes as well as identifying areas for development. Children are given guidance, time and the opportunity to reflect on their own learning and progress.

Learning partners/paired work

Learning partners are used in all year groups. Partners act as critical friends who use focused praise and make suggestions for improvements which children can then reflect on.

Independent Writing marking

- Marking and feedback is linked to the learning intention.
- Begin by identifying and highlighting in green, at least two examples of where the child has met their personal target. If this personal target has not been evidenced in this piece, the target will be highlighted orange.
- Identify one area for improvement for the next piece of independent writing,
- Ensure work is marked promptly after completion, to inform future planning.
- Children use the full written date for independent tasks.

Whole Class Feedback

Whole class feedback sheets organise and plan feedback to the class. This framework prompts staff to celebrate successes, identify common misconceptions, and reshape future learning.

Make time for pupils to respond.

For feedback to be purposeful, it must be timely and children must have the opportunity to reflect on the feedback. Children use green pens to respond to teachers' or peer feedback: self-correction or editing should be completed in pencil (KS2) or pen (KS1)

Marking and Feedback Guidelines.

Subject	Minimum Requirement
English book	• Every piece of work should be acknowledged - by the teacher, other adult, pupil or peer. • The children are given dedicated time to edit their work on a regular basis. • Children write on alternate lines to provide space for editing. • Informed improvements are made in green pen. • Improvements are checked and acknowledged. Spelling Spelling is above and beyond primary marking, a maximum of three spellings are highlighted (focus on known words and recently taught words). There are 4 graded approaches to correcting spelling: 1. The teacher writes the word correctly at the bottom of the page. The child then writes it out three times. 2. Incorrect spellings are underlined. The child finds the correct spelling and writes it once, below their work. 3. Incorrect spellings are indicated by 'sp' in the margin. The child finds the correct spelling and writes it once, below their work. 4. The teacher writes a general comment 'Check for spellings (eg.in the first paragraph). Children write the correct spelling above the word. When children identify spellings through the editing process, they write the correct spelling on the editing line above.

	Handwriting • High standards of presentation are expected in all year groups. • Children are introduced to pre-cursive handwriting in reception. • All handwriting should be fully joined and accurately sized. • Staff should model cursive handwriting at all times.
Reading, spelling and phonics journals	• Work in reading, spelling and phonics journals reflects whole class or group learning • The work in these journals does not need to be marked.
Maths books	• All work is marked by teacher, other adult, pupil or partner • Corrections are indicated by an orange highlighter. Corrections and improvements are written in green pen. • Improvements are checked and acknowledged. • Every unit of work is followed up by an independent task or assessment. • High standards of presentation are expected across all year groups.
Foundation subject marking	• Assessed work is marked and all other work is acknowledged • High standards of presentation are expected across all year groups.
Annotating Work To support marking and assessment, work needs to be annotated to show the level of support involved: • I - independent work. • TA - supported by a teaching assistant • T - supported by a Teacher. • S - work done with a supply teacher	

To evaluate our effectiveness:

- Work scrutinies will include a review of marking and feedback effectiveness, as appropriate.
- The policy will be reviewed every three years to ensure it is fully understood by new members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

Signed _____ (Chair of Gvs)

Signed _____ (Headteacher)