



Marking and Feedback Policy Nov 21

Review Nov 22

As a school we consider that all children's work is valuable and should be treated with respect.

Marking and feedback is undertaken to support and encourage the child in their efforts so that continuous progress is maintained.

Aims

To raise attainment and outcomes for pupils

To develop pupils learning skills by giving opportunity for evaluation and reflection

To communicate with pupils

Effective Feedback:

- Takes place in the moment or at the earliest opportunity and with the child wherever possible
- Gives children feedback about strengths and weaknesses in their work
- Informs future planning
- Identifies individual children and groups who need specific help
- Rewards and encourages effort and progress
- Provides a summative record of progress
- Helps other adult/parents understand strengths and weaknesses
- Gives opportunities for children to improve their work.

Non negotiables

All work is to be looked at by an adult and acknowledged with a tick or comment.

Peer marking or self-marking should always be reviewed by an adult.

Marking should address the learning objective.

Misconceptions will be addressed via marking and feedback and addressed at the earliest opportunity.

Verbal feedback is a key element of feedback

Teachers will use professional judgement in choosing the pieces of work for which next steps marking is important. There will be some examples of this in all areas of the curriculum but more in Literacy and Maths.

When feedback is given, time will be allocated for pupils to respond.

Teachers will check that feedback has been responded to.

Green pen will be used by pupils for self-marking and peer marking



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Adults will use a pen other than green, and different to that used by the pupil, to mark work.

Marking will be tailored to suit different areas of the curriculum and adapted in each key stage to be suitable for the pupils. The following are some of the strategies that will be used:

- Peer marking
- Self-marking
- Use of stickers showing success criteria against which the children/ teacher will mark
- Use of post-its to remind children of errors they make frequently. These will be stuck in books and dated once the pupil has corrected the error consistently.
- Highlighting of success criteria achieved
- Use of stampers to indicate whether the learning objective has been achieved
- Examples given for children to practice
- Use of clouds and brick to show success in learning objective and next steps

Subject specific guidance

In maths all sums will be marked individually. If incorrect a dot or cross will be used.

In all subjects incorrect spellings of key vocabulary and high frequency words, or other words of the adult's choice, will be signalled to the pupil and they will respond by writing the correct spelling out in their books.

In all writing attention will be given to incorrect use of capital letters within words.