



Marking and Feedback Policy

We recognise the importance of good quality feedback of children's work and efforts as a means to:

- valuing, recognising and rewarding their efforts and achievements
- providing targeted guidance for future learning
- monitoring progress towards individual and group targets
- providing the first means of identification of underperformance.

We believe that the best means of providing this feedback is orally through regular conversation with children about their work in class.

Where work is formally marked an agreed coding system is in place and consistently used throughout the school, (see attached)

The Nature and Purposes of Marking

The main purposes of marking work at our school are:

- to give praise and encouragement to the child;
- to motivate the child and to raise self-esteem;
- to provide feedback to the child about their work and to inform them and their parents about their progress;
- to encourage self-correction and accuracy;
- to give the teacher the opportunity to identify and act upon individual strengths and weaknesses; and
- to assist teachers in setting targets for the future.

Day to day marking will contribute to National Curriculum Assessment using progress measured against age-related expectations. It is important that each child should experience some success, whatever their level of achievement.

Children are encouraged to proofread and self-correct their work before it is marked.

All children are entitled to have a clear and consistent style evident in the marking of their work. They are also entitled to have their work marked and returned within a reasonable amount of time.

General

- All work is marked in Green Pen
- Each piece of work has a date and Learning Objective. Differentiated Success Criteria is used where appropriate. This applies to books or worksheets and can be pre-printed, as

appropriate.

- There should be clear and concise feedback linked to the L.O and S.C
- If verbal feedback is given then VF is recorded on the work.
- If LO is not achieved the pink highlighter is used on the SC that has not been met. This may be done by adults or pupils.
- The use of the working wall, VCOP, phonetic awareness, good letter/number formation, application of problem solving skills should be identified preferably at least once a week per child.
- Time is allowed for pupil response to next steps each day.

Implementation

- All teachers, including supply teachers, student teachers and teaching assistants are involved in the marking process. The amount and type of work marked is dependent upon the subject area, age and ability of the child, and purpose of the work.
- Marking using a tick or dot will be used (for example in Maths, Science and spelling).
- Written comments will be made where appropriate to encourage the child and to aid his/her future progress. Comments should be constructive and lead to further progress.
- Good work and effort is recognised by the award of team points. Other motivational rewards and incentives, including stickers, Golden Time, etc may also be used, as long as school-agreed symbols are adhered to.
- In Key Stage 2, where spelling is a focus, an incorrect 'high frequency' word will have a ring put around it. In Key Stage 1, the correct spelling will be written above the error. The number of corrected spelling errors will not be excessive in any particular piece of work
- Not all errors will be corrected. The amount of correction will depend upon the age and ability of the child and the purpose of the work. Some pieces of work will be marked in detail and every mistake noted, whilst others may concentrate upon the creative content.
- Work will be marked and feedback given to the child, thus allowing the teacher to make clear targets for future work, or to clarify misunderstandings.
- Peer marking will be used where appropriate.
- Oral feedback will often be necessary. All work, except for that especially designated for display, will be acknowledged by how the child has met the success criteria.

Issues specifically relating to EYFS and KS1

- We believe that the best form of feedback for this age group is targeted, specific and verbal
- Reference should be made to the level of support provided during the activity and whether Teacher or TA has done this.

GREEN – Achieved LO

BLUE – Working towards LO

RED – Not yet achieved LO

Marking Policy - Symbols

Sp_____	Spelling mistake
.	Error
^	Omission
?	Does this make sense?
p	Incorrect punctuation
VF	Verbal feedback given
Ind	Independent work
Sup	Supported work
ST	Supply Teacher



means what the child needs to do to succeed further



means what the child has succeeded in

1 TP or * = 1 team point

2 TP or ** = 2 team points

3 TP or *** = 3 team points, etc.

TA means the child has had help from a Teaching Assistant

Child's self-assessment:

Marks and comments will be written in lead or coloured pencil.

☺ I've achieved all the success criteria. I've understood the success criteria.

☹ I'm nearly there. I need some more support and/or more practise.

☹ I haven't understood and need help.

Signed

Signed

Mrs CV Collett

Mrs E Woods

Executive Headteacher

Chair of Governors

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