



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 Federation, (see attached)

The Nature and Purposes of Marking

Marking should be: **meaningful, manageable** and **motivating**. We have taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

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 (L.O). Differentiated success criteria (S.C) is used where appropriate (taking into consideration the independent success criteria required for Year 2 and Year 6 moderation and assessment). This applies to books or worksheets and can be pre-printed, as appropriate.
- Foundation subject success criteria will identify the knowledge the children are expected to acquire during the lesson.
- 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.
- The use of working walls, 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 Dojo points. Other motivational rewards and incentives, including stickers may also be used, as long as school-agreed symbols are adhered to.
- Where spelling is a focus, the incorrect 'high frequency' word will have S.P written in the margin. The correct spelling will be completed by the child as part of our 'block and bubble' marking symbol. 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.
- Examples from written work that exemplify the areas where the success criteria are met may be highlighted to reflect this.
- All work will be acknowledged. Where appropriate, feedback will be given to the child, thus allowing the teacher to make clear targets for future work, or to clarify misunderstandings. The pupil's response to marking will be completed at the start of the following lesson.
- All core subjects will be marked three times a week. Non-core subjects will be marked at least every other lesson. All marking will follow the Marking Policy.
- 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.

Marking Policy - Symbols

Sp_____	Spelling mistake
.	Error
^	Omission
?	Does this make sense?
VF	Verbal feedback given
Ind	Independent work
Sup	Supported work



Means what the child needs to do to succeed further



Means what the child has succeeded in

1 DP or *	= 1 Dojo point
2 DP or **	= 2 Dojo points
3 DP or ***	= 3 Dojo points, etc.

Child's self-assessment:

Children will self assess their understanding and knowledge by marking against the areas of the success criteria they feel confident they have achieved. In some instances peer assessment will also be used to validate a child's understanding. Children will also respond to teacher's comments and feedback to indicate the depth of understanding they can show, either by adding further examples or features, correcting spelling and grammatical errors or correcting errors in mathematics. Marks and comments will be written in pink or purple pen.

Signed

Signed

Mrs CV Collett

Mrs R Blowers

Executive Headteacher

Chair of Governors

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