MARKING AND FEEDBACK POLICY

Committee Responsible:	Teaching and Learning Committee
Person Responsible:	Headteacher
Date Approved by FGB:	February 2018
Date for Review:	September 2019

Signed…………………………………………..

Date…………………………………………..

Contents

1.   The Purpose of the Policy

The purpose of this policy is to make explicit how we mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

2.   The Need for a Marking Policy

It is important that we provide constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

3.   The Principles That Guide the School's Approach to Marking and Feedback

Staff

Marking and feedback should:

- Be manageable for all staff, with a balance maintained between detailed marking and quick tick marking.
- Relate to the learning intention.
- Give recognition and praise for achievement and clear strategies for improvements. Pink will be used by all staff to show achievement and successes, with the phrase 'tickled pink'; green will be used by all staff to show where improvements are identified, with the phrase 'green for growth'.
- Allow specific time for children to read, reflect and respond to marking where appropriate, called 'check and reflect time' (annotated on teachers' planning).
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.

- To set next step targets
- Inform future planning.
- Be accessible to the children.
  - o To make it accessible, the following **codes** will be used and displayed in all classrooms:

//	new paragraph
p	punctuation
sp	spelling (age-appropriate words should be correct and will only be marked with sp or ____ depending on the needs of the child, whereas more challenging vocabulary will be supported and sometimes given)
CL	capital letter needed
~~CL~~	capital letter not required
‿‿‿	does it make sense?

  - o The following **annotations** will be used and displayed in all classrooms:

> Foundation Stage – **SI** (Self initiated)
> **I** – Independent
> **P** – Paired
> **G** – Grouped
> **S**- Supported
> **. or 'check'** – check your answer (in maths)
> Ⓥ – verbal feedback
> ☺ - sticker for success record to link with the school reward system

  - o Other stamps may also be used which have similar annotations e.g. Teacher assisted, TA assisted, unaided, group work, peer-assessed / self-assessed

Children

In responding to marking and feedback, children should:

- Ultimately see it as a positive approach to improving their learning.
- Be encouraged to respond to the written feedback verbally or by writing a reply, as appropriate to their age. Children will use a purple pen to write any reflective self or peer assessment comments, so that pupil comments are clearly identifiable in books.

- Have opportunities to mark their own work so that immediate feedback may be received by the child. This will be in cases where the answer is either right or wrong, for closed tasks or exercises. Children will be encouraged to use their purple pen to tick correct answers and will be encouraged to write about where and why errors have occurred.
- Be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work as a result of the feedback they have received. Children should also be clear about how to take the next steps in their learning.
- Be encouraged to self-evaluate, with older children identifying their own successes and looking for their own improvement points.
- Be encouraged to use the following 'traffic light' colours to aid their self-assessment: tickled pink, orange or green for growth. This will provide colour consistency with the marking completed by adults, with orange allowing children to signal if they are 'almost there'.

4. Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:
- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (often using the Tapestry software)
- Annotation of work and photographs by staff
- Children beginning to comment on their own work and pictures
- Oral dialogue with children about their play, work or special books

5. Personalised Targets

Teachers set personalised targets for children as appropriate. These will be attached to children's books, so they can see the target that they are aiming for and will be updated as children attain them. Targets form the basis of discussion during parent consultations.

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