



EFFECTIVE MARKING AND FEEDBACK POLICY

Policy Date: March 2019

Review Date: March 2022

Why do we mark?

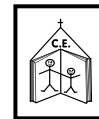
'Feedback is one of the most powerful influences on learning and achievement.'
(Hattie & Timperley 2007, Review of Educational Research)

Marking and feedback is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives. It can be verbal, written or pictorial and could be from teacher to child, learning support ASSISTANT to child, child to teacher or child to child. Written feedback may take the form of acknowledgement marking or in depth marking linked to the planned learning and children's individual targets. Marking children's work achieves a variety of purposes, the most important of which are:

- To engage children in their learning
- To value children's work
- To provide feedback and constructive comment
- To encourage pride
- To provide examples, scaffolds, and developmental prompts
- To annotate learning
- To encourage reflection and self-assessment
- To assess progress towards learning objective
- To set targets for learning
- To inform future planning

Who marks and how often?

- All recorded work will be acknowledged in some way as soon as possible after completion. See list below (How do we mark?)
- Written comments will only be made by teachers or by learning support staff under the direction of the teacher
- If a supply teacher or student teacher is marking, they will also write their initials
- Verbal comments by teachers, support staff and parent helpers will always be welcomed and encouraged



How do we mark?

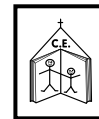
Marking varies according to the type of work marked. The marking should be a balance of positive comments (written in green for 'Got It') and identification of areas of improvement (written in pink for 'Think'). Teachers will only mark children's work using good quality green and pink pens and neat handwriting. When modelling writing, teachers will ensure that the school handwriting policy is followed.

General marking may also include:

- Stickers, stars, stamps and smiley faces to praise effort and/ or learning
- Ticks to indicate accurate work
- Correction of key spellings, numbers, vocabulary and punctuation as appropriate to the child's current attainment
- Longer written comments usually linked to a specific learning objective or individual target
- Use of self-assessment and peer assessment
- Sharing good work with the class
- Showing good work to Headteacher, Deputy Headteacher or another teacher
- Gold Book Certificates

The following symbols may be used to provide additional information:

- **VF** **Verbal Feedback** - indicates discussion has taken place regarding work.
Marking should briefly explain the focus of the feedback, eg.
VF *full stops*
- **S** **Supported Work** - indicates the child has received support with the work.
Marking should briefly explain the nature of the support, eg.
S *thinking of ideas*
- **T** **Target** - indicates this work is evidence of children's individual target.
Children's individual Maths and Literacy targets are stuck on the front of their books and stamped once achieved.



Marking Labels

Marking labels for Maths and English will be used regularly across EYFS and Year 1, usually at the end of a unit of work. These will include clear learning objectives (What Am I Learning Today) and success criteria (What I'm Looking For). These labels will be stuck into the children's book prior to the lesson and explained thoroughly. During the lesson, the children will be encouraged to reflect on their progress against the WILF and self-assess their learning (Year 1) at the end of the lesson. For these lessons, teachers will highlight the success criteria;

green for 'Got it' in recognition of understanding and achievement and highlight one in pink for 'Think' indicating a next step if appropriate.

Year 2 teachers will use marking labels for assessment purposes only. This is to ensure all children's recorded work is not overly directed and is able to be used as evidence towards end of year assessments.

Monitoring

This policy will be monitored by the Headteacher through lesson observations and by the Senior Leadership Team during regular work scrutiny. Results of this monitoring will be shared with staff and governors.

Equal Opportunities

All children in the school have equal access to quality marking, feedback and target setting which ensures they are able to continue with their learning journey. All marking will be appropriate to children's individual needs and developmental stage. This marking will be shared with parents at parents' evenings, open evenings and other times if requested.

Adopted by Governors:

Date:

Signed: (Chair of Governors)

Date: