



Marking and Feedback Policy

Aims:

Our main aim is that marking and feedback as part of the assessment process enables all staff to view the pupils' work in a positive way and highlights success and achievement.

It is also important that Teaching Teams provide constructive feedback to children, both written and orally, focussing on both success and improvement needs against learning objectives. 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.

A consistent and high standard of marking and presentation across the school by all Teaching Teams should clearly identify the next steps for learning.

We recognise that the Teaching Teams consist of Teachers, Teaching Assistants and other specialist teachers.

Principles:

Marking and feedback should;

- Be manageable for the Teaching Team and accessible to the children.
- Relate to the Learning objective and Success Criteria.
- Involve the Teaching Team working with the children
- Give recognition and praise for achievement and clear strategies for improvement
- Respond to individual learning needs and taking opportunities to mark one to one when appropriate.
- Inform future planning
- Use consistent codes
- Allow time to read, reflect and respond to marking when appropriate.

Oral Feedback:

It is important for all the children to have Oral feedback from a member of the Teaching Team whenever possible. This dialogue should be appropriate for the child and focus upon successes, areas for development and to set future targets for learning. This would also apply within performing arts, art and design technology.

Approach:

1. Every piece of work undertaken will be dated, and where possible and appropriate this will be by the pupils.
2. All work produced by pupils will be acknowledged.
3. Constructive feedback should always be given to the pupils on the presentation of their work.
4. Marking is ultimately the responsibility of the class teacher, however, any adult who has worked with a group or individual should mark the pupils work as soon as possible after the activity has been completed. This will inform both the class teacher and the pupil how learning can improve.
5. Marking will always relate to the success criteria and planning needs to be available for staff.
6. In EYFS and KS 1 - Marking will relate to the success criteria **printed** at the top of each page. This will also have a column for Teacher Assessment and Pupil voice for self assessment in EYFS and KS1.

| Success Criteria | Teacher Assessment | Pupil voice |
|------------------|--------------------|-----------------------------------|
| 1. 2 | | May be smiley face./ Thumbs up |

7. In KS 2 - Marking will also relate to success criteria .This will be **written** at the top of the page. At the end of the work Initials - AI (Achieved Independently) PI (Partially Independent) AH (Achieved with Help) GU (Good Understanding) will inform support given to pupils.
8. Teacher Assessment will include a comment related to the success criteria e.g. Well done, you have.....and a comment to show pupil how to improve their work e.g. Next time.... (how to improve)
9. KS 2 Pupil Voice will also be included, **Pupil voice** - to be included at end of work
Levels Y1/Y2 (light blue and pink) – Smiley face
Level Y3 (yellow) – A few words
Level Y4 (green) – Sentence
Level Y5/Y6 (dark blue and salmon) – Sentence with a connective
10. Markers will be identified by initials if different to class teacher.
11. Marking will always be completed in green pen.
12. Marking for Level Y3 children and above will be joined.
13. When success criteria has been met this should be marked and dated in Learning Ladders booklets
14. Where oral feedback on a pupil's written work has been given, this should be acknowledged at the end of their work e.g. OF(Oral Feedback)
15. When it is considered appropriate, usually Y3 (yellow) and above, spelling mistakes are to be highlighted with a green wavy line underneath the mis-spelt word. The correct spelling may be written above the mis-spelt word or the pupil may be asked to find the correct spelling in a word book or dictionary depending on the age and / or ability of a pupil. It would not be appropriate to underline all mis spelt words.
16. In pupil's Mathematics books, when a pupil gives the incorrect answer a dot or question mark, is placed next to it. No work is to be marked negatively with a cross. When a child has corrected the work, this is marked with a "c".
17. Good work will be acknowledged by appropriate rewards.

18. When marking or acknowledging pupils' work, staff will remain mindful of the aims and objectives of the school.
19. Pupils will write in pencil until it is considered by the teacher that they are ready to write in pen. Black pen only will be used by pupils.
20. Felt tip pens are not used in books.
21. Unfinished work will be monitored.

To be approved by Full Governing Body – 30.10.17

