



Marking & Feedback Policy

Principal: Joanne Munro
Chair of Governors: Liz Clover

1. Statement of Intent

Marking should be purposeful and helpful to the children. All marking completed by staff member will be blue pen/highlighter across all subjects. Children use purple pens or pencils to respond to feedback, which may be written or verbal. Purple pens or pencil within books shows where a child has reflected on their work and revisited something to either make a correction or an improvement. This may be in response to a written comment but equally in response to group or whole class verbal feedback. The aim is to make our children more reflective and analytical learners who are keen to revisit work and ensure the best presentation and content.

2. Aims:

- To provide a consistent approach to marking across all stages and classes.
- To intervene at the point of need to ensure misconceptions addressed and same day interventions occur during the lesson.
- To provide children with relevant and constructive feedback.
- To ensure pupils engage with feedback from teachers.
- To inform teachers of children's progress and needs for future planning.
- To involve children in part of the process of marking and encourage them to review their own work regularly.

3. Roles and responsibilities

The Principal/Assistant Principal is responsible for:

- Ensuring that this policy is implemented, consistent, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.

- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all classes within the school

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making good progress.
- Ensuring that pupils understand the feedback they have been given and give them time to respond and make corrections.
- Allowing pupils to ask questions in regard to any feedback they have received.

4. Expectations

Teaching staff are expected to:

- Provide feedback that offers clear information about why pupils have done well.
- Judge whether written or verbal feedback should be given.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework, and present their work neatly.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

5. Marking

Teacher will use the following strategies for marking. This is consistent across all classes.

Blue pen	Teacher marking/comments
Pink highlighter	Shows where work can be developed further
Green highlighter/pen	Shows where the work has achieved the objective
Purple pen	Children's responses (Y3-Y6)
Pencil	Children's responses (EYFS- KS1)
RAG rated LO - all pupils will have a learning objective, outlining the aim for the session. The objective is RAG rated by the class teacher when marking.	<ul style="list-style-type: none">• Green- Met• Orange - Working Towards• Blank LO - not met the learning objective and SDI/NDI is needed (dated in their books)

Alongside this, on the Learning Objective it will be made clear as to how much support the child had with this.

- I-Independent
- S- Support
- G - Guided
- 1:1- One to One
- VF- Verbal Feedback

Maths:

Children's work will be marked daily. Children's work will be awarded tick if correct and if incorrect a dot will be placed next to the incorrect answer. If the child needs to edit or correct any mistakes in their work, the class teacher will identify this by pink highlighter and the child will correct in purple pen/pencil either during the lesson or within specific intervention time.

English:

A detailed mark of a child's work will be carried out long pieces of writing. All other pieces will receive a light touch mark, including child/peer led marking. Teacher marking will be in blue pen. In KS2, children will be encouraged to use dictionaries and other resources to find and correct spellings independently.

As part of the self-regulation process, not all errors will be identified within writing as children will be increasingly expected to identify mistakes within writing for themselves. In KS1, the teacher will highlight in pink where the child has misspelt a word (no more than three) and the children will practise this spelling underneath their work. In KS2 children will use a wiggly line to

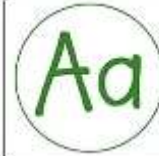
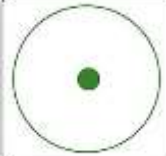
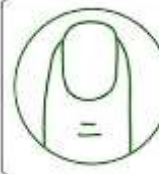
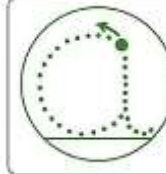
indicate their own misspelt words, showing their intention to correct these once they have finished their writing.

Other subjects:

Wider curriculum subjects will receive a light touch mark. It is not expected that children will routinely edit their work in these subjects, but rather understand what has led to their errors in order to improve knowledge or skills. However, it is expected that children will complete writing across the curriculum outside of English lessons. Where such pieces are lengthy and sustained, the teacher may choose to mark these in more depth.

EYFS:

Within EYFS, stamps are used to support the children with the early stages of their writing and number and letter formation. When the pupils are ready, they are set simple targets at the end of their work, which they are encouraged to edit with the support of an adult with the aim of them to become independent as they move toward the summer term.

	Check capital letters		Check full stops
	Check finger spaces.		Check letter formation