



# Feedback and Marking Policy

## RATIONALE

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the whole school.

Our Marking Policy is embedded in an Assessment for Learning Policy throughout the school and it links to the Homework Agreement and Assessment Policy.

**Marking must always be in green pen.**

## PRINCIPLES

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

Whenever appropriate/possible, teachers should provide individual verbal feedback to children.

- The marking of children's work, either written or verbal, should be daily, positive and take the children's learning forward.
- Teachers should look for strengths before identifying improvements when marking work. Areas for development will be highlighted using a yellow box or underlining.
- Marking should be linked to learning objectives/success criteria/targets.
- Marking procedures and marking standards should be consistently applied across the school.
- The success criteria and marking system should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.
- Children should be trained in marking, self-evaluation and peer assessment and be given opportunities self-evaluate their own and each other's work. Children **must not** write in each other's books.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Information for parents should be given by the school and feedback is provided to parents via consultation meetings or as required.

## GUIDELINES

**The following procedures for correcting and improving children's work should be implemented by all staff.**

- Feedback and marking needs to be oral and/or written according to the ability of the child **daily**.
- Chase the challenge must be used as an individualised learning technique to move the learning forward.
- Where appropriate work should be corrected according to the curriculum focusing at the teacher's discretion e.g. in a piece of Science work the Science objective should be commented on but also correction of English eg misspelt words or grammar.
- Year group spelling expectations must be corrected in each piece of work (maximum of 3 words per piece of work which will be underlined with a yellow highlighter and children will write the word out 3 times. Where children can find and write the word correctly using environmental prompts they should but where they would struggle with this the teacher can write the word out for the child to practise 3 times – teachers to use professional judgement)
- Yellow boxes to be used where children are to respond to feedback. Children are to look at their work at the start of a lesson and correct any yellow boxes in response to feedback.

### Reception

- Chase the challenge must be used to improve children's work.
- EYFS next steps marking system must be used using green for books and learning journeys.
- Verbal feedback will be used daily
- Yellow highlighters are used to guide formation of letters and numbers.

### KS1

- Chase the challenge must be used to improve children's work daily.
- KS1 next steps marking system must be used using a green pen.
- Verbal feedback will be used daily.
- Yellow highlighter to be used to identify incorrect spellings or mistakes that need responding to.
- Post it notes are used to ensure basic skills are consistently reinforced in the next piece of work and dated.
- Work is marked to success criteria and next steps or challenge given.

### KS2

- Chase the challenge must be used to improve children's work daily.

- Verbal feedback will be used daily.
- Yellow highlighter to be used to identify incorrect spellings or mistakes that need responding to.
- Work is marked to success criteria and next step or challenge used to move the learning forward.

## **MONITORING AND EVALUATION**

The Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the school.

## **STUDENTS AND SUPPLY/PPA TEACHERS**

HLTA, students, supply and PPA teachers will be given the marking policy during induction and will follow the guidelines as consistency for the children. Students, supply, TAs and PPA teachers must initial work that they mark.

## **EQUAL OPPORTUNITIES**

The Feedback and Marking Policy encourages the practice of inclusion for all.

## **MARKING CODES**

CtC = Chase the challenge

GW = Guided work/Group Work

I = Independent (Can be used for part of the work)

H = Help given (can be used for part of the work)

. = full stop

ABC = Capital letter

" = speech marks

! = Exclamation mark

? = Question mark

vf = verbal feedback

NS = next step

These marking codes should be easily accessible for children to use to improve their learning.

## MARKING PROCEDURES

### Requirements and Expectations

- All pupils work is acknowledged -including Homework, Reading Records, Guided Reading and grammar.
- Children's work must be marked, as soon as possible after completion. Children should expect that their work from the previous day is marked and next step are given including comment and respond.
- Children should be encouraged to be neat and tidy in all work. Words should not be scribbled out. A small cross and work re-written is enough.
- The number of errors marked by the teacher should be appropriate to the ability of the pupil and at the discretion of the teacher. Children's work should not be covered in teacher green pen.
- Teachers mark in green pen.
- HLTA, supply or PPA staff should initial work marked
- All work marked should be positive and marked to success criteria/target
- Next Steps should indicate a new learning to help the children move on.
- Children should be given time to read teacher comments and act upon them
- There should be no unfinished pieces of work in books. Children should finish work in break/lunch time or the work should go home to complete.

### Presentation

- Children should be encouraged to take pride in all their books.
- Children should use pencils up to year 3. Once their writing is cursive and fully joined using the schools handwriting style they will be given a pen licence and they will write with the school pen. This pen licence and pen will be awarded in Team Assembly.
- From year 3 children can achieve their pen licence and be using a black school pen. (Maths books will be completed in pencil.)
- Once the child has used a pen this should be used consistently in all their books. (Except Maths)

### Handwriting

- Handwriting must follow the schools handwriting scheme.
- Teachers should use the handwriting scheme and style to model both on the board and when marking books. This is good practice.

### English

- All children should have an English and a Cross curricular writing book.
- Each day must have a written date and learning objective. Where appropriate labels should be used eg SEN.
- Learning objectives should begin To\_\_\_\_\_ not I can. (Reception label Maths challenges with I can)
- All work should be marked to the objective and Next Steps given.
- Key elements of the work should be highlighted to draw children's attention to the successes in their work by commenting on this in the marking in green pen.
- Success criteria to be used where possible. This may be to differentiate work.
- English work should be varied.
- Children will complete at least one longer piece of writing per week in their Cross Curricular Writing book.
- Reading records should serve as a running commentary for both parents, children and staff as well as recording frequency and fluency of reading

Signed:.....Chair of Governors

Signed:.....Head Teacher

Date: .....