

MARKING AND FEEDBACK POLICY

Updated July 2022

Aims

The aim of this policy is to ensure that the marking and feedback children receive of their work consistently enables them to make progress.

Purpose of marking and feedback:

- To ensure pupils are making progress.
- To give recognition and praise for effort and achievement.
- To give clear strategies for improvement.
- To encourage pupils to be reflective, critical thinkers who strive to improve.

Guidelines:

- All marking should be age appropriate, ensuring that the learner can comprehend the feedback.
- All marking is carried out using green ink.
- Marking should be frequent.
- Marking can be carried out in a variety of ways;

Verbal feedback – Verbal feedback is important if there are significant points to make to an individual. Teachers could also make a verbal response to the whole form which includes generally applicable points. This is particularly important in EYFS and KS1 where children may be unable to read a written comment.

Alongside a pupil - Throughout many lessons, the class teacher and teaching assistant will be working with a group of children during the main part of the lesson. This will involve giving them guidance and support to move their learning on. This work should be initialled to show that the child worked alongside an adult. It is then up to the teacher's professional judgement as to whether further comment is needed to move that child's learning forward.

Peer marking - With appropriate guidance and training from the teacher, children are able to swap books or work with a partner and mark the work according to the success criteria.

Self-marking - With appropriate training and guidance from the teacher, the children are able to mark their own work against the success criteria.

Formative marking - Used when more a detailed analysis of children's learning and understanding is needed. Written comments should be designed to help children make progress in their learning. Children must be given time to read comments or have comments read to them when their books are returned and respond accordingly, by making a correction, writing a comment back or through verbal communication.

Summative marking - At times, during closed tasks and activities, work can either be right or wrong (e.g. spelling tests, mathematical calculations). This type of work may include a grade or numerical score at the bottom.



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EYFS				
Phonics		Mathematics		Other Areas of Learning
<p>Children are given verbal feedback daily on their progress regarding letter sounds and letter formation.</p> <p>Children are given daily sounds and tricky words to learn at home based on recent assessments.</p> <p>Evidence is recorded in Literacy books and on Tapestry with next steps recorded on planning and comments made from observations.</p> <p>Stickers and house points are given to individuals to wear and recorded on their sticker charts as rewards for effort and good progress. Positive feedback given to children and parents.</p>		<p>Children are given verbal feedback daily on their progress regarding number recognition and formation.</p> <p>Children are given daily challenges to demonstrate understanding and challenges to think deeper.</p> <p>Evidence is recorded in Maths books and on Tapestry with next steps recorded on planning and comments made from observations.</p> <p>Stickers and house points are given to individuals to wear and recorded on their sticker charts as rewards for effort and good progress. Positive feedback given to children and parents.</p>		<p>Children are given verbal feedback daily on their progress in each area of learning.</p> <p>Children are given purposeful provision and activities that promote next steps to their learning.</p> <p>Evidence is recorded in 'Learning Journey' books and on Tapestry with next steps recorded on planning and comments made from observations and key questioning to inform next steps.</p> <p>Stickers and house points are given to individuals to wear and recorded on their sticker charts as rewards for effort and good progress. Positive feedback given to children and parents.</p>
	English and Creative Curriculum	Maths	Science and technology	Music, Art and Language
Key Stage 1	<p>Most work is completed in their topic books and feedback may be verbal, alongside a pupil or through formative marking.</p>	<p>Verbal feedback and summative marking are mostly used for this age range and subject.</p>	<p>Verbal feedback and summative marking are mostly used for this age range and subject.</p>	<p>In these subjects, feedback and marking is most likely to be verbal either to the group as a whole or 1:1. In upper KS2 vocabulary tests in Languages are marked in a summative manner.</p>
Lower Key Stage 2		<p>A combination of verbal feedback, alongside a pupil and self- marking are the most frequently used forms of feedback for this age range and subject.</p>	<p>Verbal feedback and formative marking are mostly used for this age range and subject.</p>	
Upper Key Stage 2		<p>Introduction of drafting books where formative marking will be evident which encourages self-reflection and further editing of work. Peer and self-marking using success criteria can encourage a more critical eye. Topic books are used as a presentation tool of improved work and teachers' feedback in these books is most likely to praise effort and success.</p>		

