



Policy Name	Feedback and Marking
Review and Approval by	Senior Leadership Team
Date Ratified	Amended 16 th May 2017
Signed By	<i>J Holland</i>
Position	Headteacher
Review Period for this Policy	annually
Date for Future Review	May 2018

Implementation of this policy supports the duties to promote equality of opportunity and positive attitudes in relation to disability, gender and race and to eliminate discrimination on the grounds of age, disability, gender, race, religion or belief and sexual orientation.

Date	Changes
16 th May 2017	<p>Oral feedback : deletion of 'This style will be most appropriate for younger pupils</p> <p>Written Feedback: deletion of usually a maximum of 10 minutes at the start of a lesson Where appropriate, time will be given for pupils to make improvements to the piece of work: When it is not possible the teacher will check in subsequent pieces of work if improvements have been applied Pupils will be expected to respond to the marking Addition of ;using the handwriting style we expect to see from the children</p> <p>Marking Symbols: Deletion of independent</p>



Feedback and Marking Policy

Marking is an important part of the assessment process and is an essential part of effective teaching and successful learning. It is the method by which teachers gain knowledge of their pupils achievements, abilities and needs. Through this policy we aim to implement a consistent system of marking children's work which will encourage them to look at their errors in a positive way. We believe that marking will be effective if we emphasise achievement and give guidance on how improvements can be made. By creating a 'response dialogue' between teacher and pupil, we intend to encourage children to be more reflective and critical learners.

AIMS - The aims of our marking policy are to:

- Ensure that marking is formative (providing feedback to the child and guiding future work);
- Ensure that marking is diagnostic (identifying errors and learning difficulties);
- Ensure that marking practice is consistent throughout the school;
- Guide and inform future learning whilst providing information for teacher assessment;
- Draw pupils attention to the standards and expectations within their class and the school as a whole;
- Develop an awareness that marking can be both written and oral;
- Encourage a marking dialogue between teachers and learners.

PRINCIPLES - Marking will be most effective when:

- It is carried out alongside the child (where possible) or as soon after the work is completed as possible;
- There is a clear learning objective/outcome for marking which is shared with the child;
- The marking methods are manageable, fair and consistent;
- It raises questions intended to reinforce and/or extend pupils understanding;
- It provides constructive suggestions about ways in which the child might improve their work;
- A 'next steps' element (area for improvement/development) will be included where appropriate;
- The marking policy and procedures are shared with parents (through the school website).

PURPOSES - Marking will be used to:

- Feedback how well the learning objective has been met;
- Feedback on what has been done well and/or what needs to be improved;
- Assess what has been learnt and understood;
- Provide a record of progress and inform future planning;
- Recognise, encourage and reward effort and progress;
- Provide a means of developing attitudes, motivations and self-esteem;
- Set 'next steps' for future improvement and enable pupils to be self-evaluative and set their own next steps;
- Identify pupils who need support or extension work;
- Gain an overview of whole class learning and understanding;
- Provide pupils with the opportunity to revise and reflect on their work.

MARKING METHODS - Feedback:

Feedback will be used to communicate to children their successes and how they can improve in a positive way. All feedback, oral and written, will help children make progress; encouraging them to strive for high achievement and build self-esteem. Marking will always relate to the 'Can I . . .' statement for that piece of learning (the lesson objective).

Oral Feedback:

- This is often the most powerful way of informing children of their attainment;
- Wherever possible, verbal feedback will be given directly to pupils during the lesson (in this instance, a written comment is not required as this will be recorded in the pupil's book with a Ⓢ to indicate that the work has been discussed);
- To be effective, the feedback will focus directly on the learning objective and the child's attainment against it and will include advice on how to improve.

Written Feedback - 'pinks, greens and blues':

- A pink pen will be used to identify good features of the text ('tickled pink');
- There may also be a comment at the end of the work which will relate to those good features and be written in pink;
- A green pen will be used to identify areas for improvement within that piece of work ('green for growth');
- There may also be a comment at the end of the work which will relate to those features which need to be developed and will be written in green;
- Where appropriate, a blue pen will be used to identify a specific next step (or steps) in their learning ('blue for build');
- Feedback will be given promptly after the completion of work;
- All written comments will be recorded neatly and clearly; using the handwriting style we expect to see from the children
- Comments will be objective led and the pupil will always be clear about what the teacher wants to see as an outcome and what they are looking for in a piece of work;
- The comments will be positive and constructive - they will highlight successes and say how well the pupil has done in achieving the learning objective;
- Feedback will suggest where improvements can be made; giving advice and information that will support them in moving forward with their learning;
- Opportunities will be provided within class time for pupils to respond to feedback
- Pupil's responses will be written in a purple ('polishing') pen;
- Teachers will provide acknowledgement and praise where recommendations for improvement have been actioned.

Visual Feedback - Marking Symbols:

- The following symbols will be used to reduce the necessity for written comments relating to frequently occurring errors and/or at times when a pupil may not be able to read the teacher's remarks (especially EYFS and Key Stage 1):



Excellent work.



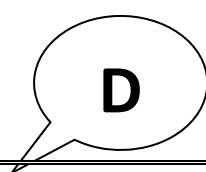
Good work.



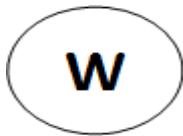
A good effort.



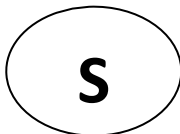
Please try harder.



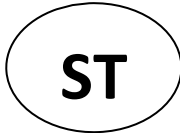
We discussed this



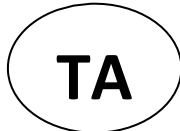
With support



Supply Teacher



Student Teacher



Teaching Assistant



Finger Spaces

P

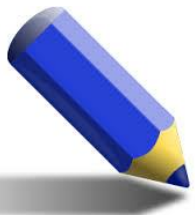
Punctuation



Tickled pink



To improve



Next steps