



## Feedback and Marking Policy

**Adopted by the Governing Body:** March 2017

**Date last reviewed:** February 2022

**Next review date:** February 2023

**Signed:** (Chair of Governors)

**Signed:** (Headteacher)

### Key Principles

This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The sole focus of feedback and marking should be to further children's learning. The audience for feedback and marking is the children. We do not provide additional evidence for external verification. Teachers should feel empowered to identify and adjust techniques and approaches depending on which feedback method will have the most effective impact on learning and progress for each learning task.

### Feedback

Feedback provides information to learners about their performance and how to improve it.

Research shows that effective feedback should:

- Be specific accurate and clear
- Encourage and support further effort
- Provide specific guidance on how to improve
- Be delivered at the point of learning, ie. Feedback given in lessons is more effective than comments provided at a later date.

Feedback can be given in three ways:

- Immediate feedback at the point of teaching
- Summary feedback at the end of a lesson/task
- Review feedback away from the point of teaching (including written comments)

The chart below explains the different types of feedback:

Type	What it looks like	Evidenced by:
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Teachers ask relevant and probing questions</li> <li>• Teachers respond to misconceptions/errors</li> <li>• Feedback is given verbally for immediate action by the child</li> <li>• Teachers adjust the focus of teaching or task where necessary</li> <li>• May include highlighting/annotations in line with the marking code</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Annotations/use of marking codes in children's work</li> <li>• <b>Improvements/corrections evident in books eg editing, further working, answers to additional questions</b></li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or Activity</li> <li>• May take the form of self or peer</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of self- and peer-assessment</li> <li>• Lesson observations/learning walks</li> </ul>

Type	What it looks like	Evidenced by:
	assessment against an agreed set of criteria <ul style="list-style-type: none"> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May include highlighting or annotations in line with the marking code</li> <li>• Provides opportunities to edit/improve/correct work or provide additional challenge</li> <li>• Planning may be adjusted as a result</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Assistants/teachers post-teaching with individuals/groups after lesson</li> <li>• Teaching Assistants pre-teaching before lesson</li> <li>• Written comments/annotations in children's work where appropriate in line with marking code</li> <li>• <b>Improvements/corrections evident in books eg editing, further working, answers to additional questions</b></li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• Review progress towards targets</li> <li>• Informs target setting for pupils' immediate or future attention</li> <li>• Planning for next steps is informed by review</li> <li>• Children who need additional support or challenge are identified and support/challenge is put in place</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgment of work completed</li> <li>• Written comments/annotations in children's work with appropriate response by child</li> <li>• <b>Improvements/corrections evident in books eg editing, further working, answers to additional questions</b></li> <li>• <b>Progress over time</b></li> </ul>

## Marking

Marking can provide important feedback to pupils and can help teachers identify pupils' misconceptions or misunderstanding.

### We mark children's work in order to:

- Show that we value their work and encourage them to do their best.
- Provide constructive feedback about how to improve their work in relation to the Learning Intention, their individual targets and the presentation of their work.
- Identify children who need more support or more challenging work.

### Key Principles

Marking should:

- Be **manageable** for both the child and the teacher – we therefore use the marking code shown in the table below.
- Be **relevant** – sometimes marking is not necessary.
- Be **at the point of teaching** where practical – we have agreed that this is by far the most effective form of marking.
- Provide **meaningful** feedback to the child
- Highlight areas for development / improvement / correction thereby enabling the child to make progress over time.
- Reflect the Learning Intentions of the lesson as well as their individual targets.

### Specific guidelines

- Time must be allocated for the children to reflect on marking comments and act on any feedback given
- Independence will be assumed unless it is marked otherwise.
- Green and pink pens will be used for marking

- Records of observations or responses given by a child may be written on labels and stuck into the child's books (KS1) or Learning Journals (Reception)
- Children who demonstrate good pencil control **must not** print their work – joined handwriting should be insisted upon.
- Peer and self-assessment are acceptable forms of marking

## Marking Code

√	tick	Working towards LI
√√	Double tick	LI achieved
• C	dot	Incorrect; make correction
~	squiggly line	We will practise this again
^		Omission – indicates the child may have missed a word out or needs to add additional information – child to correct
sp		Spelling error – high frequency words should be addressed unless the child has a specific learning difficulty
o	Circle	Missing or incorrect capital letter or other punctuation
NP //	Double forward slash	Paragraphing
?		Word or meaning unclear
CUPS & ARMS		