



Marking and Feedback Policy

Outstanding teachers assess pupils in lesson time, intervene and give feedback and coaching that leads to further learning and improved outcomes.

Why give feedback?

- ✓ To assess children's progress.
- ✓ To give daily feedback that leads to better work every time
- ✓ To provide pupils with the help they need to progress
- ✓ To recognise and reward new learning and progress in skills and understanding
- ✓ To ensure pupils reflect on their work and to develop self-evaluation
- ✓ To ensure pupils are achieving their best in content, quantity and presentation

When do we feedback?

- ✓ We feedback on work during or as soon as possible after completion and before the work book is returned for the next relevant lesson
- ✓ During the lesson as work is progressing, impacting directly and promptly on learning.
- ✓ Where appropriate children mark and review their own work and progress, with the teacher checking subsequently for misconceptions and chances to extend learning through review and challenge tasks.
- ✓ Homework must be marked and feedback provided before the next homework activity is set.

How do we mark?

- ✓ In green pen using a legible cursive hand, exemplifying our handwriting scheme
- ✓ Using marking ladders and success criteria where appropriate
- ✓ Providing encouraging remarks, praising success
- ✓ Giving practical/actionable advice that children act upon every time
- ✓ Avoiding negative, demoralising or humiliating comments
- ✓ Peer marking, review and evaluation red pen
- ✓ English is marked as such across the curriculum

- ✓ Corrections, including spelling and miscalculations, are completed in daily review
- ✓ Corrections are checked and marked
- ✓ Feedback results in action, challenge and improvement every time
- ✓ In daily mathematics marking, pupils are given a challenge task, review task, or revisit task which may involve input from the teacher or adult.

Mastery Hour

- ✓ Once a week one whole English lesson is devoted to improving paragraphs, re-drafting, practising key skills such as spelling and handwriting and correcting errors. Pupils take a section of their work or a whole piece and improve it. At least once per half term pupils will plan draft, edit and improve and publish a piece of extended writing.

- ✓ Once a week, one whole maths lesson is dedicated to reviewing learning, mastering or pre-teaching for a subsequent topic or supporting a group who needed added time on a particular topic or concept.

- ✓ Learning review week is completed at the end of a phase of learning to assess secure knowledge and mastery of foundation topics.

Marking Conventions

A card showing agreed symbols should be visibly displayed for the children and any visiting teachers in every classroom.

- ✓ 'VF' can be used to indicate that verbal feedback has been given.
- ✓ Words spelt incorrectly will be identified using a wiggly line underneath and marked 'sp' for children to correct using word mats, displays or dictionaries.
- ✓ In KS1 the teacher should identify selected misspelt words with their focus group.
- ✓ Teachers will identify a limited number of relevant corrections for spelling, including focus and high frequency words. The children should try to learn and memorise the words.
- ✓ Missing or incorrect punctuation will be selectively identified by an underscore.
- ✓ A circle will be used to identify missing or incorrectly used capital letters.
- ✓ Mistakes should be crossed out by the child with a neat line.
- ✓ A word, sentence or phrase highlighted in green indicates that the child needs to improve it (green for growth).
- ✓ Use of an effective word, phrase, sentence or paragraph should be highlighted in pink (tickled pink) – there may also be an indication of why the teacher regards this as effective.

Presentation

- Formation of letters includes flicks at Foundation Stage.
- Children in KS1 write the numeric date and from Y2 on the 'WALT'.
- In KS2 children write the numeric date in Maths and the long date in all other areas of learning; steps to success or marking ladders used where appropriate
- From Year 3 children use a ruler to underline graphical and numerical dates and titles. Non-cursive writing should not be accepted from Summer Term onwards unless a child has a specific learning or motor difficulty.
- When children begin a new piece of work they should rule off under the last piece of work and any comments, then begin work on the same page.
- In Math's books children will use the one digit per square principle. For decimal points, the corner of a square or a full square should be used for clarity.
- All lines drawn in books are drawn using a ruler.
- Children are taught to form numerals and symbols correctly.

Agreed: June 2017

For review: June 2018