



MARKING & FEEDBACK POLICY

Reviewed: Leadership Group – Summer 2020

Next Review: Autumn 2020

Marking & Feedback Policy

Rationale

Marking and feedback should relate to the learning that has taken place by the pupils, including the formal recording in books and ephemeral evidence. The purpose of the policy is to ensure consistency in marking and feedback across the school.

Purpose

To provide maximum help for pupils at the point of learning. This works best when teachers:

- set targets;
- share and discuss criteria, e.g. for modules or for external accreditation;
- tell pupils how well they are doing and why they are doing well;
- tell pupils what they have learned;
- show or model to pupils what they need to do to improve;
- include clear evaluations and sensible advice in their comments;
- leave pupils with action points they are able to work on;
- establish continuity in comments from one piece of work to the next.

Principles

- Marking and feedback is differentiated for groups, for individuals and for contexts and might include formal marking in books, verbal feedback given to an individual or a stroke of the hand for a pupil with PMLD;
- Marking and feedback should be related to the lesson objectives. Their progress journey should be clearly referenced in the school learning ladders, folders or Learning Journeys using Development Matters, the school's learning ladders or any other agreed assessment system (external accreditation);
- Marking of recorded work, e.g. in an exercise book, clearly refers pupils to what went well and what they might do to improve future pieces of work. Pupils may need these comments read to them;
- Gold stars are given to reward special work. These can be placed onto a piece of work or where appropriate, pupils may wear them on their sweatshirt;
- A code should be added to pupils' work where possible, to show the level of support offered. The following codes should be used; I- Independent, SS – Some support, FS – Fully supported or G – Group work;
- Marking is in red pen. Up to 3 punctuation mistakes and 3 corrections should be marked. Punctuation mistakes should be circled and spellings underlined. The correct word should be modelled underneath the work for the pupil to write out again up to 3 times. Please use professional judgement as to how many times the word needs to be written out;
- In most cases, marking is written directly into work books. However, Post It notes are used in some cases;
- Assessment for Learning should be used effectively to inform planning and next steps for learning;
- Pupils engage in peer assessment, for example during plenary sessions, while watching video clips of dance, PE etc. and perhaps while looking at the progress of a collaborative Art project. Sometimes, this is more formal, for example, some groups may take part in self-

assessment, e.g. writing an evaluation of a completed project in DT. Meanwhile, at EYFS, staff use the Learning Journeys framework to celebrate progress and to support marking and feedback;

- Adults encourage pupils to use pupil talk, shaping and scaffolding their observations to include narration, commentary, explanation and recounting;
- Adults use skillful questioning to encourage cognitive responses such as reflecting, remembering and problem solving to help pupils improve their own learning;
- Work is annotated where necessary, giving the context to the piece of work and/or recording the 'voice of the child', which supports practitioners in the assessment of overall understanding and attainment;
- All evidence in books, folders and Learning Journeys is dated.

Monitoring

Marking is monitored chiefly through learning walks, book scrutiny and general observations.

Conclusion

All the above to be reviewed and monitored every three years by appropriate members of the Leadership Group.

Review Date	Reviewed By	Comments
24/06/2020	Leadership Group	No changes – to be reviewed again Autumn 2020