



Introduction

To ensure all staff use a consistent approach to supporting and extending children's learning. The main objective of marking and feedback is not to find fault, but to help children learn. All of our children are entitled to regular and comprehensive feedback. This policy is based on a wide range of research around the reduction of teacher workload from sources such as: *Workload Review Group Report 'Eliminating unnecessary workload around marking' (WRGR 2016)*, *the EEF report 'A marked Improvement' (Elliot et al 2016)*, *shared work with local Academy trusts*.

Aim

Marking and Feedback should aim to:

- Motivate our pupils by showing that we value their work and efforts, and encourage them to value it too
- Be meaningful to our children
- Be manageable for our staff

Outcomes

- Promotes progress
- Extends learning and thinking
- Promotes independence and resilience

Purpose

The purpose of marking children's work and providing feedback includes the following:

- To celebrate success and/or raise expectations for future success
- Identify learning needs and key priorities for improvement
- To promote peer and self-assessment
- Correct errors and misconceptions
- Check knowledge skills and levels of understanding to inform planning, teacher assessment to assist in reporting to parents.

Methods of feedback

- In lesson feedback from the teacher/TA during the lesson, whole group, whole class or individually. This may take the form of:
 1. Teacher/TA highlighting work in the children's books as they complete it
 2. Teacher/ TA verbal comments
- Peer and self-assessment
- Whole class/ group feedback at the start of the following lesson based on the categories, re-teach, consolidate or extend.
- A marking conference which goes into depth about what the child has done well and what they need to target for improvement.

How we will mark and provide feedback

We promote the use of teacher judgements on how to deploy the methods of feedback above, however purposeful, instant verbal and written feedback are promoted within lessons to motivate pupils and extend learning where appropriate alongside the need to reduce teacher workload.

All the above could lead to the identification of misconceptions regarding new skills, knowledge and understanding being delivered during the lesson. In this case all staff will use well embedded Afl strategies to redirect the lesson and future teaching and learning to ensure the very highest levels of progress is made by our children.

Further details on any aspect of this policy and its implementation can be obtained from the school.

REVIEWED : June 2019

REVIEW DATE : June 2020

Chair of Governors :

Date :

Headteacher, Mrs C Pointon :

Date :

Appendix 1

Summary of Marking and Feedback Policy

1. All work must have a Learning Intention (LI) and marking must relate to this and increasingly the child's own personal learning targets.
2. Marking and feedback must relate to the child's age and stage to ensure its readability.
3. Regular marking conference will be present which highlight next steps for children.
4. Teacher will mark work which is correct by highlighting **green (good)** work, this encourages children to use the LI.
5. Teachers will use **pink (think)** to identify errors and misconceptions. In EYFS and Year 1 this will be done on the work where the correction is requires. For Years 2-6 this will be completed in the margin and one of the following codes given to guide the child. This allows children to identify their own mistakes.

These codes are to be displayed in all classrooms and used by all teachers/TA throughout the school

MARKING/FEEDBACK CODES

Symbol	Meaning
P	Punctuation
G	Grammar
S	Spelling
.	Full Stop
ABC	Capitals
HW	Handwriting
 Finger spaces	Finger Spaces
^	Work does not make sense
T	Target met

6. Marking conferences will be denoted by © and comments written in green pen using the schools handwriting scheme. The aim is for each child to complete a marking conference in maths and English at least once every two weeks or more often if required.
7. All pieces on work must have a date and LI , which will be printed on a label, if the child has met the LI the title will be left blank, if the child has received support it will be highlighted orange if the child has failed to meet the LI then the title will be highlighted pink.
8. Success Criteria will be displayed in a range of places, on the working walls, as part of the activity or on the whiteboard. Children can choose to challenge themselves by moving between bronze, silver and gold learning challenges.

9. All work will be completed in pencil until a pen licence has been awarded when the child is ready (when a child can compete all joins successfully and shows consistently neat presentation). Pencil will always be used in Maths.
10. Children will use erasers at the discretion of the teacher and will cross out work identified for correct with a single line.
11. Peer and self-assessment will be used during plenaries to review learning as an integral part of the marking and feedback of learning.