



## Marking & Feedback Policy

Effective marking and feedback is key for moving forward the learning of our pupils. We aim for children to self-evaluate so that pride in work, celebration of achievement, improvement and challenge are an ingrained aspect of their learning. This is also an essential tool for formative assessment.

Document Status	
Date of Policy Adoption by Governing Body	Oct 2017
Responsibility	Committee SDC
Method of Communication	Externally available/Internally available
Signed (Chair of Committee)	<i>C. Callaghan</i>
Date of next review	Oct 2019

### MISSION STATEMENT

Inspired by the words of Matthew : 5 “Let your light shine before others” Brayton C of E VC Primary School is a community dedicated to enabling each child to grow into the unique person God created them to be. Rooted in the Christian values of Forgiveness, Friendship, Trust, Compassion and Endurance our learning environment encourages and challenges everyone to fulfil their God given potential. We are committed to working with ever member of our school family so that ‘Together we Shine as One’

## Aims

- To reinforce that children's work is valued and encourage pride in the quality and presentation of work
- To develop pupils' ability to be reflective for the purposes of self and peer assessment
- To ensure marking is effective and meaningful for all pupils
- To embed consistency of marking and feedback.
- To ensure children receive high quality feedback to progress learning
- To guide and provide high expectations of teachers
- To aid formative assessment and inform next-step planning
- To instil high expectations of all children

## Objectives

- **Marking is explicit:** Learning objectives and success criteria are shared with children and these are the focus of feedback, both written or oral. Learning Objectives are evident in every piece of work.
- **Feedback is clear and purposeful:** It is given promptly. Achievements are acknowledged and ways to improve are explicit.
- **Feedback is acted upon:** Children are given sufficient time to respond and work on corrections or next step targets. Any improvements are expected to be maintained.
- **Children have ownership:** Through clear expectations, and progress made, children are able to self and peer assess. They become responsible for checking and improving their own and other's work.
- **Marking symbols are used by all:** This ensures consistency across the school and children understand them.
- **Marking and feedback inform teacher's planning.**

## Categories of feedback

### Verbal feedback:

This is the primary strategy used in EYFS and early in year 1 but can be used throughout the school and is indicated by **VF**.

It should provide reassurance, check progress with reference to the success criteria, or may review learning as part of a plenary.

### Written feedback:

This should be in green pen.

It should be legible and clear in language appropriate to the individual child and follow the school's handwriting policy.

It should facilitate progress and celebrate success by identifying strengths and giving direction to improve (indicated by ↑).

Written feedback guidance:

1. Pupils should receive quality feedback about their work with a positive comment to celebrate success and guidance for improvement.
2. Positives are indicated by a tick
3. Prompts for improvement are indicated by ↑

### Correcting errors or mistakes

- *Spelling mistakes:* A maximum of 3 should be identified. These should focus on key words for the year group/content-related work eg science vocab/high frequency words/words which have already been taught. Pupils are expected to correct the errors and should be reminded if they continue to make the same error. In lower KS1 the correct spelling of the word may be provided. Older children should be directed to correct the spelling themselves (indicated by "S").
- *Punctuation mistakes:* These are indicated by "P"
- *Missing capital letters:* These should be indicated by a circle

For these types of error, younger children should be directed to the exact place of the error. This should progress to the symbol in the margin or even at the end of the piece of work as children move through the school.

### Correcting mistakes in Mathematics

- Ticks for correct answers or any steps/working out which is correct.
- For incorrect answers, mark with a dot. Children should be given time to make the necessary corrections. If a misconception or lack of understanding is evident, this will inform future teaching and planning.
- Spelling errors of mathematical language should be identified.

### Prompts to facilitate improvements (linked to the LO) may include:

- Scaffolding

A comment which provides support or structure *eg Use a simile to describe the main character.*

- Consolidation

To check understanding by asking a question or providing a further task *eg applying a calculation in a different context.*

- Extension

A task/question to stretch or challenge.

### Photographic Evidence of learning:

Where a photograph is used for evidence of learning, a comment should accompany it. In EYFS, the comment will be written by an adult. For KS1 and KS2, the child should write an explanation of what they have learned. This comment may then be marked, or verbal feedback given.

### Self/Peer assessment

- Children should respond to every piece of marking in purple polishing pen. Teachers should check this is being done.
- Teachers need to provide the time for children to do this and set high expectations for the quality of responses.
- Self-assessment against the LO and success criteria should be evident in books
- When appropriate, children should feedback/support each other by peer marking to feedback on learning and achievement. This should be done in “buddy blue” (blue pen).
- Children are expected to respond to peer marking as they would with teacher marking.

## Monitoring

Adherence to this policy will be monitored and evaluated through triangulation and book scrutiny, both in house and as part of cluster/alliance meetings. We will share best practice and identify areas for development.

**Date established by the governing body:**

**Date of full implementation:**

**Date of review (two years):**

<b>Policy adopted by Headteacher</b> Name:	Signature:	Date:
<b>Policy adopted by Chair of Governors (on behalf of the governing body)</b> Name:	Signature:	Date:

**“Together we shine as one”**

Brayton C of E VC Primary School

Marking & Feedback Code

Symbol	Meaning	Symbol	Meaning
✓	Correct response	?	Unclear meaning
●	Incorrect response	T ✓	Target met
↑	Improvement prompt	S	Spelling error
^	Something is missing	P	Punctuation error
○	Missing capital letter	I	Independent (KS1)
VF	Verbal Feedback has been given	TAs	TA support (KS2)

