



# Marking and Feedback Policy

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## Marking and Feedback Policy

'Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.' Ofsted Handbook June 2015

### Introduction

At Heather Ridge we understand the vital importance of marking work and giving effective feedback. Feedback, whether verbal response and questioning, or marking books, should be constructive and fit for purpose, whilst taking into account the age of the children. The process of marking and giving feedback should be a positive one. It should focus on success (HOW children have achieved against the Learning Objective) then moving onto the challenges and ways to improve their learning as individuals.

### Overview

The purposes of this policy are to inform and share expectations with all staff so that there is a clear and consistent approach to marking and feedback across the school.

### Objectives

- To ensure that all children have their work marked in such a way that it will improve their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment
- To ensure greater consistency in the way that children's work is marked across the school

### So WHY do we mark?

- To move learning on further!
- To identify children's understanding and to provide future challenge - to provide the children with clear guidance on what has been done well in their work and what they need to do next to improve.
- To communicate gaps in learning to individual children by giving specific information on the extent to which they have met the lesson's objectives, and/or the individual targets set for them
- To inform future planning to address the needs of the children
- To promote independence and self-assessment so that children can see how to improve their work from the teacher's comments and through clear assessment structures in their books i.e. targets and up levelling
- To demonstrate that we value the children's work, and encourage them to do the same
- To boost children's confidence and self-esteem and aspirations, through the use of praise and encouragement

### Expectations for the children's books - What our books should say?

- We fully understand where children are in their learning, where they need to get to and how we are going to help them to move on
- We are prepared and organised – where appropriate, books are set up in advance with Learning Objective and Success Criteria and there is a carefully thought out balance between children writing directly into their books and the use of writing frames, games, photographs and scaffolding sheets
- We take pride in our teaching and value the children's learning
- We have high expectations of ourselves and of the children and this is modelled in all we do
- That progress is clearly evident from unit to unit and from term to term in all books

### Types of Marking

This policy applies to the marking of Maths and Literacy where Learning Objective stickers are used. When marking topic and handwriting, a stamper, tick or well done will suffice to indicate that it has been looked at.

### When to mark

Marking should be done during, or as soon as possible after the completion of the learning and before the next teaching session of that focus. Ideally marking should be completed with the child, giving them verbal feedback on their learning and praising them throughout.

## Guidelines for marking

- Marking should be informative and concise
- Marking should reflect the learning objective and success criteria
- Children should be used to the Marking Code (Appendix 1) and know what the symbols mean
- Each child should have a copy of the Marking Code in their literacy books
- Marking should adhere to the Marking Code (Appendix 1)
- Teachers mark work in purple so that it is very visual for the children to see feedback given
- All Maths and Literacy should have the Learning Objective and Success Criteria displayed so the children can see how they have achieved with their learning
- Ticks should be in purple to indicate if and where they have met the individual success criteria ( see exemplar in Appendix 2)
- Positive comments will be given verbally or as a reward (Certificate/work displayed/sticker etc.)
- Children should be given time to respond to the marking and for time to improve their learning
- Where improvements are needed children should respond in a green pen showing where they have responded to the marking (Appendix 3)

## Targets

Children should have overarching next steps within their writing, these are different to the success criteria in the work. These are priority focus areas and/or area needing increased consistency e.g. finger spaces, full stops, capital letters.

Targets will be displayed within the classroom, the teacher should have around about 5 different targets that are ongoing within the class, each child will have their name on one of these and once there is evidence they have completed the target three times they will then be given a new target. See below for an example of a display.

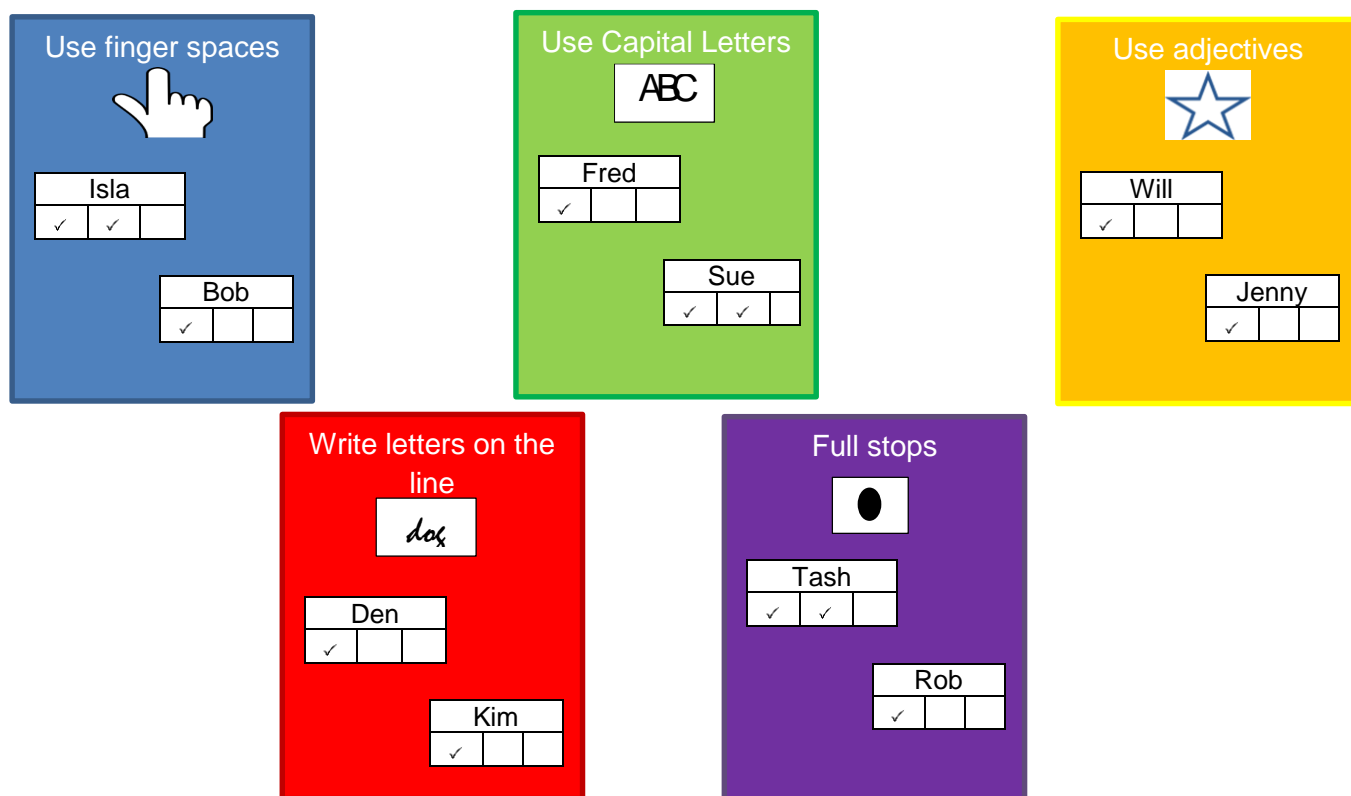




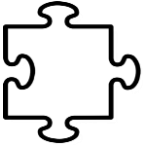

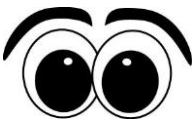



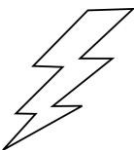


Photo of class display Appendix 4

Marking Code	
	Correct pencil grip
	Listen for sounds
c	Letter formation
	Finger space
	Spelling error
ABC	Capitals wrong or missing
==	Punctuation missing or not needed
<u>dog</u>	Write letters on line
	Conjunction needed
	Adjectives
	Read your writing
	Think about your presentation

T	Learning supported by the class teacher
HLTA	Learning supported by the HLTA
LSA	Learning supported by the LSA
I	Independent work
1:1	Indicates working with an adult on a 1 to basis
1:4	Indicates working with an adult in a group of 4
1:6	Indicates working with an adult in a group of 4



# Maths Marking Code

1 2 3	Number formation
*	Misconception
	Challenge
	Check your work
	Think about your presentation

T	Learning supported by the class teacher
HLTA	Learning supported by the HLTA
LSA	Learning supported by the LSA
1	Indicates working with an adult on a 1 to basis
1:1	Indicates working with an adult on a 1 to basis
1:4	Indicates working with an adult in a group of 4
1:6	Indicates working with an adult in a group of 4