

## **Marking and Feedback Policy (March 2017 Onwards)**

### **Aims**

Through the development of a rigorous Marking and Feedback Policy we aim to ensure our pupils understand what they have done well and how to improve their learning in order to make good progress.

We will do this by providing the children with:

- Regular (daily) assessment of children's success against the LF (learning focus)
- Specific written or oral feedback as appropriate to the learning and needs of the child
- Positive comments highlighting what they have done well and developmental points to show what they need to do to improve further
- Regular opportunities to respond to feedback and make improvements
- Regular opportunities to use and apply their skills either through 'Next Step' tasks which deepen their learning or by adjusting planning of the next session
- Regular opportunities to self and peer-mark, which provide the opportunity for children to develop their independence as learners

### **Expectations**

Marking and feedback should:

- Relate to the learning focus, children's target and/or success criteria
- Give recognition and praise for specific achievement and/or effort
- Respond to individual learning needs, taking opportunities to mark face to face where appropriate
- Inform future planning
- Be consistent across key stages (where appropriate) and within key stages
- Be seen by pupils as a positive approach to improve their learning
- Allow for time to be given between 9.00 and 9.25 for children to reflect on and respond to marking feedback from the previous day
- Ensure that 'Next Steps' comments/questions are used regularly in English (minimum twice per week) and where appropriate in maths

### **Pupils' response to marking**

Pupils will be given time to read and respond to the written feedback provided by the teacher. Usually, time will be given at the beginning of the school day (9.00 – 9.25) for pupils to complete any 'next steps' or to make improvements. Pupils should be encouraged to ask for clarification if they need it.

### **Monitoring**

The Senior Leadership Team and Subject Leaders will monitor the application of the policy on a continuous cycle of monitoring. As part of this, the quality and effectiveness of the marking and feedback will be assessed and recorded.

### **EYFS**

The marking policy for our reception class has been adjusted to meet the learning needs of the children in EYFS. Please see appendix A.

### Maths marking & feedback:





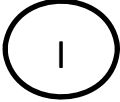

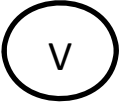



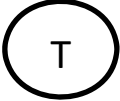
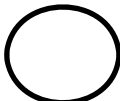
Maths lessons will be 'split' into a 40 minute session followed by a 20 minute session on Monday to Thursday to allow for assessment and replanning/regrouping during the break.

- Children to self-mark using 'marking stations' to ensure rapid feedback on whether they have been successful
- If children complete a question incorrectly, they must try again (using 'real story' to support them in finding their error where appropriate)
- During break in lesson (assembly time), teacher and TA will assess each child's learning and adjust support & challenge groups & tasks as needed
- All children self-assess using RAG (red, amber green) coloured square next to LF
- Teacher assesses using red, amber, green dot next to LF
- Teacher notes in bottom section of planning sheet the initials of children who will require 'mop-up' or other specific feedback tomorrow during reflection time
- **No next steps for maths - the next step is the next lesson (however, the teacher may decide to use next steps if they deem it worthwhile)**

### English marking & feedback:

- All children self-assess using RAG (red, amber green) coloured square next to LF
- Teacher assesses using red, amber, green dot next to LF
- Teacher uses 'margin marking' to identify some key errors for child to find and edit the following day
- Teacher write 'Next Steps' comment/question for child to respond to the next day (at least twice per week)

# St Peter's Marking and Feedback Policy

LF:	Learning focus:
 (next to LF)	LF achieved completely
 (next to LF)	LF partly achieved
 (next to LF)	LF not achieved
	Supported by an adult
	Working independently
	Guided work
 	Verbal feedback given
	What went well
	Next steps
	Target achieved (English only)
	Capital letter/ punctuation mistake
____sp	Spelling mistake (3 maximum)
p• sp• g • (in margin)	Punctuation, spelling and grammar mistake (from Year 2 – Year 6)
^	Missing word
/	New line
//	New paragraph

# Appendix A – EYFS Marking Policy

LF: xjbbhghvqcvghyz  
At the top of the page underlined.

WB: Monday 17th November 2016 (English)  
WB: 17.11.16 (Maths)

Maths. English.

Success Criteria

I can put two groups of objects together and count the total using a tens frame.


I can write the sounds I hear.

Comment:

Teacher traffic light system.  
Indicates how the children found the task, easy, testing, difficult.

Children's traffic light system.

Skill based comment on what the child can do.  
You can also put next steps here using this symbol.:



(S) Supported by an adult

(I) Working independently

(GW) Guided Work

(V) Verbal feedback given