



## **Marking and Feedback Policy**

### **Overview**

It is through the effective use of feedback that children make improvements and develop their skills further.

This guidance focuses on marking and feedback and provides standardisation and consistency of practice throughout the school. The implementation of this guidance is the responsibility of all staff.

Marking is a tool with which to provide pupils with feedback about their successes (related to learning objectives, success criteria or previously identified areas for development) and the next steps needed in their learning in order to improve their work. It also helps children value their work and promote self-esteem.

### **Objectives**

1. To monitor, evaluate and review learners' current stages of progress as part of assessment.
2. To give learners accurate feedback on their progress and achievement.
3. To celebrate and reward learners' achievement and progress and encourage them to value and take pride in their work.
4. To agree and set challenging next steps.
5. To standardise the marking procedures used throughout the academy.
6. To enable learners to self-evaluate their work and take responsibility for setting their own next steps where appropriate.

### **Strategies**

#### **Oral Feedback**

- Oral feedback may be used with all. Such an exchange will be accompanied by the written mark 'VF' and a brief note summarising the feedback given. Questioning should be used to establish children's learning.

#### **Written Feedback**

- The children's work needs to be assessed against the learning objective, success criteria or personal targets.
- The L.O. should be highlighted in yellow if the children have met it.
- Yellow highlighters should be used to celebrate success in their written work. (Yippee yellow)
- Teachers should mark in green pen.
- Teacher should model the standard of handwriting expected of the children at all times.
- Use of green highlighters (particularly in lower school/SEND children to highlight areas for growth, such as; missing finger spaces, incorrect spellings, incoherent sentences etc. (Green for growth)
- Next steps must be given and responded to. In FS / Y1 instant response where possible would always be used and responsive feedback would be focused on spelling, letter/number formation.

- Children should respond in purple (purple polishing pens)
- Children should be encouraged to peer and self-assess against Success Criteria and the teacher should respond to their marking
- No more than 3 spellings should be identified per piece of writing. Where a spelling is mis-spelt the word should be identified with 'sp' written in the margin. The correct spelling should be written under the piece with x 3 / 5 etc. The child must then write the word correctly in purple polishing pen.
- In Foundation Stage 1 and 2, written observations on a child's learning journey will be shared with the child when possible.
- Key stage 1 children will receive immediate feedback as much as possible with the use of 'green for growth' highlighters and 'yippee yellow' highlighters so that these are clear and explicit to them.
- Additional use of stickers/tokens/house points or appropriate drawings/stamps and other tangible rewards should be given to celebrate and encourage achievement and progress wherever possible.
- Maths: When a child has finished the fluency questions, they should self-mark using their purple polisher. In the 15 minute marking session, the teacher will mark every question that has not been self-assessed using yellow/green highlighters. The teacher may assess and indicate which activity the children are to move onto using the assessment code below.

### **Monitoring and Evaluation**

Work samples will be randomly selected by the SLT and subject leaders. They will be used to check the effectiveness of the marking and feedback guidance, to ensure that marking is having a positive impact on children's learning, and that children act on improvement prompts. Marking will also be evaluated during lesson observations, learning walks, pupil progress and performance management.

Appendix:

- Marking Code

Policy agreed : November 2016

By Staff - 8/11/16

By EAB – To be agreed EAB

To be reviewed : academic year 2017/18

## How does marking help me to improve my work?

Symbol	What does it mean?
Yippee yellow highlighter: <b>WOW!</b>	A very good choice of words or a particularly good answer
<b>L.O.</b>	The LO has been achieved
<b>L.O.</b>	The LO has not been achieved
<b>sp</b> in the margin	Spelling error (practise 3-5 times)
<b>^</b>	Omission: A word or letter is missing
<b>can you see?</b>	Wrong case or punctuation Green for growth: to improve/correct
<b>?</b>	What do you mean? Explain further.
<b>//</b>	Start a new paragraph
<b>G4G</b>	Green for Growth (indicates responsive feedback task – all subjects)
Yippee yellow highlighter	Something to celebrate! Well done! Your teacher likes this 😊
<b>VF</b> (with summary note)	Verbal feedback given (instantly)
 <b>Can you see?</b>	Green for growth: Finger spaces missing
<b>2 x 2 = 4</b>	Maths: Correct answer
<b>2 x 2 = 6</b>	Maths: Incorrect, please try again
<b>SDI</b>	Same Day Intervention
😊 <b>B S G</b>	Met Bronze/Silver/Gold task (session1)
<b>B S G</b>	Achieved Bronze/Silver/Gold Target
<b>Ind / Supp</b>	Independent / Supported work (initial)
<b>PM</b>	Peer Marked (intial)