



HORMEAD C of E VA FIRST SCHOOL MARKING and FEEDBACK POLICY

Adopted by governors:
Review date:

Guiding Principles

Marking and feedback are an essential part of teaching and learning. Feedback has the potential to be a powerful, manageable means of recording pupil's achievement and attainment and pushing and developing future learning and pupil's progress. All staff are expected to be familiar with this policy and to implement it consistently.

Marking and Feedback should:

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning objective.
- Involve all those teaching the children.
- Give praise and recognition for achievement.
- Provide clear strategies for improvement.
- Allow time for children to read, reflect and, if required, respond to feedback where appropriate.
- Inform future planning.
- Be consistent across key stages 1 and 2.
- Be seen by the children as a positive approach for improving their learning.

The effect of feedback on attainment

Research has shown that consistent and effective feedback has a significant impact on raising achievement.

Verbal Feedback: All pupils should receive verbal feedback. The dialogue should focus on successes, areas of development and set targets for future learning.

Over the shoulder marking: This should be on going in classes and indicate in children's books as v.f.

Summative Marking and feedback: This is associated with closed marking where answers are either right or wrong.

Formative Marking and feedback: Not all pieces can be marked in detail. Big Writing pieces and final outcomes from units of work should **always** be marked in detail. Emphasis should be on success against the learning objectives/success criteria and on improvements needed for future progression. Teachers should identify one area for improvement that is directly related to the learning objective and one area of improvement related to grammar, punctuation or spelling. Teachers will mark in black pen and give guidance for improvement in green.

Marking and Feedback in the Early Year's Foundation Stage (EYFS).

The same principles apply but at age appropriate level. The bulk of feedback will be verbal including re-modelling of speech and writing.

Children's Self Marking and Evaluation:

At the end of each lesson children should be encouraged to evaluate their progress and learning against the learning objective by using agreed success criteria. This should involve identifying where they have been successful and one aspect they would like to improve. Children will use Traffic Lights to indicate as follows: red = too hard, orange = just right and green = too easy.

Children's Responses to feedback

Teachers in classes 2 and 3 provide "Green Pen" time at the beginning of each lesson. This should last no more than 5 minutes.

This time used for pupils to read, consider and act upon any written feedback provided by the teacher.

Children will be encouraged to ask for clarification if they do not understand the teachers comment or feedback.

Children will be encouraged to respond to show they have read the feedback and wither by signing/initialling next to the feedback or by replying.

Agreed Marking Code

	Maximum of three ticks identifying success or aspects of work you like.
	These may be next to the actual work (in the margin) or underneath the actual work.
	Children should be given the opportunity to self-assess and to peer assess each other's work at regular intervals.
	Improvement point. Identify an aspect of work that needs improving to move the child onto the next level or consolidate learning. Ideally this should reflect the learning objectives but may include generic improvement points such as punctuation/presentation.

Our Feedback Code

✓	Something we like
✓	
✓	
→	Something to improve