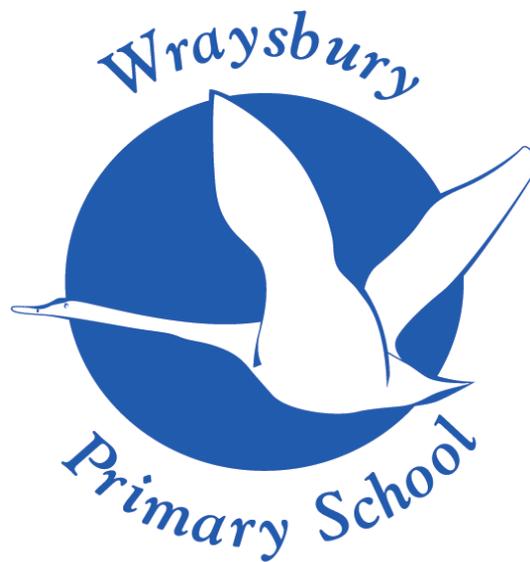


Feedback and Marking Policy



Welley Road
Wraysbury, Staines
TW19 5DJ

Headteacher: Mrs A Fox

Produced by:

Approved by the Senior Management Team:

Review date:

Myles Gresswell

December 2019

December 2021

Feedback and Marking Policy

Aim of the Policy

- To establish consistent, quality feedback across the whole school
- To inform and give guidance to teachers about the expectation of the feedback given to all children on the work they have completed
- To ensure feedback is relevant to the children and enhances their progress

Feedback and Marking Procedures

- Pink pen will be used to show good things
- Green pen will be used to show things that require checking or amending
- When comments are written, they should be written in green to move the child's understanding forward. They should be informative to the child and help them progress in their learning
- In writing, examples of good vocabulary or phrases can be acknowledged with a pink tick/highlight next to the word
- House points, stickers, smiley faces and stamps can be used to encourage and praise pupils
- Support staff can mark spellings, maths sheets etc. where the answer is right or wrong. If support staff are working with a child or group, teachers are to mark the work but support staff can show how the child worked using the following: I – independent, G – guided and S – support. Teachers should ensure support staff feedback to them about how individual children have coped with a task. Support staff may mark and give verbal feedback on intervention tasks that they have led
- Work may not be formally marked, but feedback given in a variety of other ways; verbally, by their peers as part of an evaluation exercise, through self-evaluation
- Work can also contribute to an assessment portfolio or be part of a collection of work in which case it may not be marked exactly as indicated in this policy
- Marking should be done regularly in order to inform planning of future lessons. Generally Maths work will need to be reviewed daily in order for teachers to plan their next lesson
- Mistakes made by children in their work should be identified/corrected if it is relevant to the child and the objective. For example, if an able Y4 child has misspelt a common exception word, this should be fed back to the child. It could be indicated in the book, or could be given as verbal feedback
- Opportunities for peer or self-assessment should be promoted by class teachers. Opportunities for this should be clear in teachers planning. Peer or self-assessment can also be done verbally