



## MARKING AND FEEDBACK POLICY

### Aims and Rationale

At Parc Eglos we aim to use feedback and marking in order to give children constructive guidance on the quality of their work so that they can identify their successes and areas for improvement. The process should enable the children to become reflective, motivated learners. As a further reference point, the main points of this policy are highlighted in the Teaching and Learning Principles (TLP's) for *Marking, Feedback, Learning over time and Book Presentation*.

### Key Principles

- Feedback and marking should focus on the key intended learning (LO) for the session.
- Feedback should be an integral part of the lesson often in the form of 'Live' marking (further details below).
- Feedback and marking should have a positive impact on children's learning the aim being to move children forward in their learning.
- Marking should be manageable for the teacher.
- Feedback and marking should involve all adults and children in the classroom.
- Distance marking should be kept to a minimum. However, when used it should be easy for the children to read, understand and act upon.
- Where possible marking shall be live (feedback and response in the moment) this includes verbal or written notes responded to by the child.
- Where teachers haven't live marked, stamps will be used to highlight independent work
- All work will be read and initialled; there will be an indication where a child has worked with an adult
- Any work conferencing sessions should be recorded in books or photographed so they can be referred back to
- Year group variations are detailed in Appendix A

### Key Practices

- Pink and Green highlighters will be used to respond to the children's work
- Children will respond to the green highlighting and or verbal feedback in purple
- Session Summary Sheets which highlight successes, record areas of concern and show plans for future interventions with comments about specific children's progress
- Work conferences will be used to address next steps within the session or at another time

- Time must be built in to lessons to enable children to read and respond to marking.
- For spellings, common high frequency words or significant topic words will be corrected during the editing stage using the appropriate codes eg. sp
- If punctuation is missing or in the wrong place it will be marked.
- If necessary, high standards for handwriting and presentation will be encouraged.

Children's role in this process will be outlined in the 'Peer and Self-Assessments section of the School Assessment Policy

<b>Review &amp; Approval Date</b>	<b>October 2018</b>
<b>Signed by Chair of Governors</b>	<b>Marc Talbot</b>
<b>Signed by Headteacher</b>	<b>Brett Dye</b>
<b>Next review date</b>	<b>July 2020</b>