Marking and Feedback Policy

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TRUE LEARNING PARTNERSHIP

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking and feedback should:

- be manageable for teachers and accessible to children
- relate to the learning intention or success criteria for the lesson
- give recognition and praise for achievement and clear strategies/next steps for improvement
- allow specific time for children to read, reflect and respond to marking
- inform future planning and target setting
- Use consistent codes across the school.
- show children that staff are interested in and value what they produce
- help teachers assess children's progress
- provide staff with feedback on how well children's have understood the current work and enable them to plan the next stage of teaching and learning
- ultimately be seen by children as a motivational, positive approach to improving their learning
- take account of children's self-assessment relating to their own learning (AFL)

Guidelines for marking:

- The Learning Objective (LO) for most subjects will be highlighted in pink if it has been met. If it has not been met, it will not be highlighted.
- Ideally work should be marked alongside the child but, in a busy classroom, this is not always possible
- Work should be collected in regularly and where possible returned at the beginning of the next lesson
- Correction of every mistake can be disheartening so marking should focus on the learning objective for the lesson/ ability of the child
- Key spellings should be highlighted, with use of the marking codes, for the children to correct in their green pen.
- Adults will use the codes to highlight areas to improve in line with the error that the code applies to.
- In KS1, the codes will be placed where the error is. In KS2, this will transition (dependant on the children and younger KS2 year groups who need to be shown where the mistake is) to the codes being displayed in the margin and/or at the end of a piece of work.
- Teaching Assistants can mark the work of the group they have been teaching in line with this policy
- teachers should use a dot rather than a cross when work is incorrect and therefore, needs correcting
- If work has been completely misunderstood, then an appropriate comment will be made by the teacher

- If a teacher wants to celebrate a success of a particular child, they can choose to leave a positive comment
- Elements of where the Learning Objective has been met in the children's work will be highlighted in pink to show where the children have succeeded.

- This marking policy applies to all subjects

Our School Marking Codes

EYFS and KS1 Marking Code

Our Marking code	
	LO met
fs	finger spaces
sp	spelling
p	add the ! ? " etc.
^	Something is missing

KS2 Marking Code

Our Marking code	
	LO met
sp	spelling
p	add the . ! ? " etc.
g	Grammatical error
?	that doesn't make sense
^	Something is missing
//	start a new paragraph
t	tense error

*Independent and supported work – Supporting adults will use I for independent work and S for supported work for children who require regular support to differentiate what has been done with and without support.

Oral Feedback:

Hague Bar school recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment. Teachers will leave a VF to show that verbal feedback has been given.

When has the LO been met?

Maths: The LO is met when the children get at least 70% of their independent work correct.

English: The LO is met when the children use at least 2 of the 3 features focussed on in the input correctly in their independent work.

Foundation subjects: The LO is met if the child shows a secure understanding of the task at hand.

*In some cases, teacher discretion may be used in deciding whether a child has met the LO or not based on other evidence seen within the lesson.

Editing time:

Children across the school will be given time to reflect on their marking identifying the areas for improvement. Any corrections made will be done so using a green pen, so it is clear where the edited/improved work is. Children in KS2 are encouraged to cross out the marking code neatly once it has been actioned.

How do teachers mark in maths?

In maths, if a child's answer is correct, it will be ticked in pink and if it is incorrect, it will be dotted in blue. If the child has met the lesson objective, the teacher/teaching assistant will highlight the learning objective in pink.

How do teachers mark in the foundation subjects?

The marking codes within this policy will be applied, where applicable, to the foundation subjects.

How do teachers in the Early Years Foundation stage mark children's work?

In Reception, the teacher focuses on giving oral feedback to the children. Staff will write observations and comments and collate them in the child's Learning Journey as part of the process of gathering information for the Foundation Stage Profile.

How will this policy be monitored and evaluated?

The head and relevant subject leaders will monitor books and talk to children about their work. Feedback and support is then provided to staff.