



MARKING AND FEEDBACK POLICY

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PART 1. STATEMENT OF INTENT

Why and how?	
What do we need to consider when marking? <ul style="list-style-type: none"> • Reflective teaching – to ensure correct pitch and support • Misconceptions are addressed and timely support is put in place for those that need it. • Our children know what they need to do to improve. This accelerates learning and progress. • Ensuring feedback promotes independent learning 	How often do children need feedback? <p>‘Feedback in the moment is 100 times more powerful than feedback in written tasks’ (Shirley Clarke, 2017)</p> <ul style="list-style-type: none"> • Children will be given feedback in every lesson. All books are checked and marked daily with a green tick • Purple pen shows where children have responded to marking prompts/feedback advice • Children will have written feedback where there is a need to address misconceptions by modelling or practice needed by the child
Who is responsible for feedback?	
<ul style="list-style-type: none"> • Children, teachers, support staff and parents are all responsible for providing feedback to children about their learning • Teachers are responsible for monitoring and responding to work in children’s books (including when they may have not taught the lesson) • HLTA/Cover staff mark books when they have covered lessons and feed back to teachers • TAs will mark and initial books of children they have supported 	
What strategies do we use?	
Questioning probing and challenging Use of visualiser to model and demonstrate excellence or to address misconceptions Pupil as the teacher Individual feedback Group/class feedback Mini plenaries Class discussion Use of talk partners Mixed ability groupings	Responding to feedback <ul style="list-style-type: none"> • Children respond to feedback in a red pen. • Children edit their work using a red pen, following advice from the teacher • Where a child has been given feedback, an improvement will be seen in their work and teachers are responsible for monitoring and acting upon this • Children are given time and opportunities to respond to feedback in order to consolidate understanding or address misconceptions before new learning takes place

What should feedback look like?

- Related to the success criteria and current learning
- Specific, clear and focused
- Positive – value effort and strategies not just success
- Moves the learning on
- Addresses misconceptions
- Make links between ideas/prior/future learning
- Models how to improve
- Modelling strategies, e.g. what can we use when we don't know something?
- It should always be responded to
- One tick – good two ticks – wow
- // new paragraph sp__ spelling
- Circle when change is needed
- In the EYFS Children's learning is recorded on Google Classroom through observations, where next steps are identified

Feedback in English	Feedback in Maths
<ul style="list-style-type: none"> • presentation, • use of finger spaces • handwriting • letter formation • correct joins • spelling mistakes/patterns, e.g. copy this spelling 3 times • punctuation, e.g. rewrite using a ! • paragraphing • use and choice of vocabulary • composition and effect on the reader, e.g. use of long/short sentences, creating tension, characterisation, encouraging the reader to read on. • a balance of positive reinforcement of mastered skills 	<ul style="list-style-type: none"> • Presentation • correct orientation of digits, layout – 1 digit per square • Spelling of mathematical and non-mathematical language • Accuracy and addressing any inaccurate calculations or misconceptions • Provide an opportunity to develop reasoning and a deeper understanding of skills and concepts • Prove it/disprove it statements, etc • Reasoning opportunities for greater depth thinking
Self assessment	Feedback in foundation subjects
<ul style="list-style-type: none"> • Children will be able to talk about and demonstrate their understanding via self assessment • Additionally, children will use a 'Now...' or 'Next...' • Staff will model this for the children 	<ul style="list-style-type: none"> • Focuses on the learning objective • Addresses any misconceptions • Spelling and grammar mistakes are addressed • Key vocabulary is corrected/encouraged • Only verbal feedback is given in lessons such as PE, music