



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?	Responding to feedback
<p>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</p>	<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

- 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

Feedback in Maths

- 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

- 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

Feedback in foundation subjects

- 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