

Marking and Feedback Policy

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At Rattlesden School, we believe that marking and feedback should have significant impact on the progress children make. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process. Marking should be manageable for teachers.

3 steps to effective Marking and Feedback

All marking and feedback is to help children progress their learning and to help them:

- Understand what they have done well, motivate the children
- Understand how to improve and reach a higher standard
- Make clear signs of improvement as a result of feedback in response

Guidance for all staff.

Marking can only be effective if it has a direct impact on children's progress. Whenever possible marking should be:

- Face to face- NOW not NEXT TIME
- Distance marking should only be done when face to face marking is not possible
- Teachers and teaching assistants should plan to mark within lessons for maximum impact.
- Where face to face marking has taken place children should be expected to act on prompts or advice given.
- Guidance prompts for marking could be: a question, an instruction, a discussion, a diagram or coaching on how to improve.
- Advance marking would be: steps to improve, or a challenge to apply what has been learned.
- Verbal feedback (VF) is part of the dialogue that reshapes the learning. Staff should mark VF but also add key words that act as an aide memoir, these can be referred to later.
- Marking and feedback can refer the learning behaviours as well a skills.
- Stickers, stamps and house points can be used to aid feedback and are an important part of how we feedback to children but should not replace marking that advances pupil's progress and outcomes. This is at the teacher's discretion.
- Individual teachers may use a variety of symbols or highlighters to add distinctiveness to their marking. All teachers must adhere to the basic principles of quality marking and feedback, as outlined above.

DETAILED GUIDANCE

Marking should be Meaningful, Manageable, motivating!

Learning Intention (LI) to be apparent on work and if appropriate, steps to success or success criteria. Children to self-assess by indicating their understanding. CT/TA to tick what children have met and give N/S (arrows) appropriate to age range/subject.

Children in KS2 to show N/S on extended pieces of writing and when appropriate in other pieces of work.

Work should indicate if it was completed Independently in KS1 and LKS2 or if completed in a pair or supported by CT/TA across the whole school.

Children are encouraged to self-mark where possible and appropriate (in purple pen) part way through the lesson, to enable them to access support/next challenge.

Peer assessment (2 stars and wishes) used where appropriate

Time is given for children to act upon feedback given at the beginning of the next lesson or during a designated afternoon session.

Symbols/marking code used to remind/prompt children (whole school specific)

Highlight good/correct (green) and incorrect in another colour which the children need to fix/correct/improve in English. Over-use of highlighters is discouraged.

Mark longer writing only after children have had time to edit/improve in purple pen

In KS2, a space should be left within writing in order to edit/improvement

CT/TA give verbal feedback to the group they have worked with so books not marked deeply for those groups

Maths- only tick a section – not each answer (unless it needs correcting)

Written feedback should encourage a response

Less work should be set, particularly in maths and English, so that time can be allowed to go through and mark as a class (when appropriate). Pupil involvement in AfL deepens their knowledge and understanding.' Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will be acknowledged or given detailed attention.

Marking should focus first and foremost on the success criteria for the learning objective. The emphasis should be on the success against the learning objective and improvements needed against that learning objective and/or pupil targets.

Book scrutiny should show clear evidence that marking has been acted upon and that progress has been made. This will form part of the triangulation of lesson observation, book scrutiny and data that informs a judgement of good or better teaching.