



Marking and Feedback Policy

The aim of this marking and feedback policy, is to ensure the quality and consistency of our practice throughout the school.

Key Principles

- Marking and feedback is to be embedded in classroom practice. It is an aspect of assessment which is used to improve learning and inform planning.
- Teachers, support staff and pupils need to clearly understand the learning objectives and success criteria for each piece of work.
- Marking should be positive and specific and relate to the learning objective / success criteria.
- Pupils should be involved in the assessment process - for example, through self-assessment or dialogue with teachers, support staff or peers.

Characteristics of Effective Written or Verbal Feedback

- Focusing on learning objectives or success criteria
- Confirming that pupils are on the right track
- Encouraging/ requesting correction of errors or improvement of work
- Identifying misconceptions
- Scaffolding pupils' next steps
- Setting targets
- Giving examples of how to succeed
- Reminding pupils about success criteria
- Providing opportunities for pupils to think for themselves and self-assess their work
- Providing pupils with opportunities and time to respond
- Prompt enough to be still relevant and where practical, within the same lesson (e.g. through a mid-lesson plenary)

Practice at Thorpe Acre Infant School

In Key Stage 1, most pieces of work, will include:

- some indication of success related to the learning objective, indicated by a comment and/ or highlighted in green;
- small improvements to make (e.g. spelling or punctuation) indicated by a comment and/ or highlighted 'orange';
- an element of Praise where merited;
- an indication (stamp or symbol) where relevant, of whether the activity was done independently or assisted and whether verbal feedback was given - *see 'Marking Code' below;*
- the learning objective (sticker) highlighted green for achieved or cross-hatched for partially achieved.

At least once a week in Maths and one Foundation subject, and for extended pieces of writing, the teacher will:

- give focused, differentiated oral/written feedback for each child;
- clearly link their marking to the objective/target/success criteria;
- highlight children's successes in green, with [an] area(s) of improvement highlighted in orange – *up to 3 of each;*



- provide pupils with clear next steps and/or questions to extend or clarify their understanding;
- as appropriate, give examples for the children to complete or respond to;

In the Early Years Foundation Stage:

- the majority of feedback will be given to children verbally and pupils can respond to this immediately;
- adult-led work, has 'Development matters' highlighted in green for achieved and next steps marked in orange;
- most written work is marked with the 'Development matters' stage;
- some of the strategies outlined above (in KS1) will be used in the summer term, with a view to enhancing transition (and pupils' readiness) into Key Stage 1.

Teachers' planning will include:

- opportunities, as appropriate, for pupils to mark/ colour code their own work, according to how well they think they have applied their learning and met the learning intention(s) of a lesson;
- time each week for children to respond to marking and feedback - for example, during a guided group session.

Recognising and celebrating success

Children's achievements are recognised and celebrated through verbal praise, the awarding of stickers (linked with our school values), sharing success with others (e.g. class members, other teachers, the Head or Deputy HT) and/ or a certificate in the weekly 'All-Stars' assembly.

Educational Inclusion

At Thorpe Acre Infant School, we believe in being fully inclusive. Marking and feedback practice will take into account individual pupils, regardless of gender, race, disability or special needs.

Marking Code

The following codes have been agreed by staff and should be shared with children as appropriate.

Symbol	Meaning
V	Verbal feedback has been given
I	Independent work
LSA	LSA supported / guided work
T	Teacher <u>guided</u> work/ Adult-led (EYFS)
	something used well - linked to objective/success criteria/target
	an area for improvement e.g. spelling pattern, punctuation

Agreed by Governors: _____(date) _____(signed by 'Chair')

This policy needs to be reviewed by: Nov 2020 (or earlier as required).