



Marking & Feedback Policy

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Marking and Feedback Policy

Mission Statement

"Let the light of Christ shine in us all."

Rationale

This policy forms part of a whole policy for teaching and learning. Giving feedback to pupils, whether it be oral or written, is key to pupils achieving progress and identifying the next steps in learning.

Verbal feedback:

All teaching staff use oral feedback on a daily basis, it is most common in the Early Years.

A **V** for verbal feedback is given in the child's book and their next step is noted. If a misunderstanding has occurred the child is given time to correct it and this will be evident in their work or during the next piece of work.

Written feedback:

Teaching staff highlight the learning objective in green if it is met or write **WT**, working towards if there are aspects of the objective the child has not yet met.

If there is a written success criteria then the statements may be ticked if achieved.

The following marking symbols are used across school to provide consistency:

S - Supported work

I - independent work

V - verbal feedback given

Ch - challenge



O - GPS error (circle around grammatical error)

Spelling errors - high frequency words and non negotiable words to be **highlighted in yellow** to be corrected.

—> to look for an error

The **children edit their work in red** for improvements, corrections or completing challenges. Improvements and correction of misconceptions must be evident in their books or next piece of work.

Challenges are provided for those children who have achieved all the success criteria. Application of the learnt skill will be used to improve their maths

All classes use a variety of rewards to celebrate success such as stamps, stickers, smiley faces, Golden Box, coins or certificates. These may differ from class to class and across the age ranges.

Frequency of Marking

Mathematics – daily marking which may include self-assessment, peer assessment and teacher assessment. The children will be given time to respond to their feedback.

Extended/creative writing – detailed teacher assessment at least every week with opportunity to edit and improve their work. Marking may include peer marking and self correction. The children will be given time at the beginning of the next lesson to respond to their feedback.

All other work will be marked before the next session so that the children can respond to their feedback.

Marking other subjects

It is important in marking the foundation subjects that the marking reflects the learning objective. It is still appropriate to comment on the presentation and the literacy skills, as this reflects the importance of the work, supports the transference of skills, and improves the overall standards of the work.

Expected response from children

Children are given time to read comments at the beginning of the next lesson or session, or have them read to them, and to act on advice.

If specific instructions are made, children are expected to carry them out and make improvements, complete challenges or correct their misconceptions quickly so progress can be made. Children are to be fully aware of expectations.

Monitoring of Marking and Feedback:

A marking and feedback scrutiny will take place each half term as part of the school improvement cycle. The times for scrutiny will be provided at the beginning of each term and a selection of books will be taken at random. Individual feedback will be given to teaching staff the following week so that marking and feedback is consistent across school and enables children to make progress quickly.