

Marking and Feedback Policy

Date Adopted: March 2021 Date of Review: March 2024

Shared Vision

An exciting school where children are healthy and safe in a caring and supportive environment.

A happy, welcoming and inclusive school where communication is highly valued and everyone has a voice.

A school focused on high expectations of pupils' learning and achievements.

Aims

We believe that feedback and marking should begin a dialogue to provide constructive guidance to every child, focusing on success and improvement needs against success criteria. This matches with our learning policy, in which we emphasise the need for children to develop reflective skills and to become independent and self-improving learners.

Objectives

Marking and feedback should:

- Relate to the Essential Learning and Success Criteria, which need to be shared with children
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement and effort
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Respond to individual learning needs, taking account of children's previous attainment when making judgements
- Respond to individual learning needs, marking face-to-face with some and at a distance for others
- Inform planning and individual target setting
- Be clear and accessible to children
- Ultimately be seen by children as positive in moving their learning on
- Encourage and teach children to self and peer assess wherever appropriate
- Be manageable for teachers

Strategies

Marking must acknowledge appropriate praise/recognition; these comments will be written in green. It must identify next steps or provide developmental comments; these are written

in red or pink. It must relate to pupil targets, previous next steps or most commonly, the Essential Learning and Success Criteria of the lesson.

Stars and wishes will be used as marking for all unit outcomes for English. STAR writing is accompanied by a separate teacher assessment grid.

Other marking will be according to the needs of the children, the procedures within the class and may therefore vary. For younger children, comments will often be for the adults to record information for future planning and not necessarily for the child to read.

Symbols, stamps and faces are used to make marking simple for the children to understand and use as a response to learning. They can also reduce teacher workload in annotating work.

Peer and self-assessment should be used wherever appropriate so that children fully engage with their own learning and recognise what they have done successfully and what they need to work on next (responding to teacher comments).

Where a question is asked by the teacher in order to extend the children's learning or to take them forward another step in their learning, there will be a dialogue evident between the teacher and child. This may include the use of a cloud, in which children might be asked a question to respond to.

Children must have time to reflect on their learning and respond to the teacher's comments, and try to adopt their suggestions in order to improve their future work.

NB: The above marking system applies to the key books used in school: English, Maths, Science and Connector books, or in the case of Reception, their All About Me book.

Sketch books will be a mixture of unmarked sketches and marked pieces of work according to the context of their use and to develop the children's art effectively. Reading records are usually stamped when children are heard as part of a Book talk focus group, with comments on occasion. General work books are not marked.

Weekly, teachers will check children's progress on the Spelling Shed, MathShed and Studyzone. Certificates and house points will be awarded for participation and engagement.

Peer assessment

Children should at times be asked to mark work with a partner. The following points are important:

- Children need to be trained to do this, through modelling with the whole class and watching peer assessment in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be established.
- Children should firstly identify the positive aspects in the piece of work, subsequently identifying one area for future development.
- Pairings need to be sensitively selected.
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. 'I think this bit really shows how that character feels, what do you think?')

Presentation

Marking may also refer to presentation to ensure that:

- Handwriting, layout and presentation are consistent and expectations high – children should take pride in their work.
- Connector Books show a range of presentation styles, including the children's own choices for how to present some of their learning.

Review of Policy





The Marking policy is reviewed through 'Book Look'. This policy is effective from its review date and the Governing Body will ensure the policy is reviewed to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

Agreed Marking Symbols EYFS and KS1

*	What I am proud of
Ⓣ	Target met from Sentence Menu or Number Menu
Ⓦ	Wish
✍	Finger spaces
A	Capital letters
.	Full stops
Wow	A great word
←	Write from the beginning of the line
→	Write to the end of the line
<u>ccc</u>	Write on the line
ccc	Handwriting
ⓈⓅ	Spelling
?	Letter sounds
👁	Check

KS2 teachers- please use EYFS/ KS1 symbols as appropriate.

Agreed Marking Symbols KS2-

-  Check punctuation (in margin)
-  Check grammar (in margin)
-  Check spelling (in margin)
-  Reasoning

KS2- self assessment symbol



Stamps used-



Key to highlighting- use of coloured pens

Green- indicates praise, learning intention met

Pink- stop and think (KS1)

Red- check or correct (KS2)