



# **MARKING AND FEEDBACK POLICY**

*Manageable and effective ways of marking  
and providing feedback to pupils*

## **Rationale**

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

## **Aims**

- To assist learning
- To provide information for assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning
- To promote higher standards
- To correct errors and clear up misunderstanding
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to set new targets together with the teacher

## **Objectives**

At King's Meadow School marking:

- Is constructive
- Is related to needs, attainment and ability
- Is related to specific targets and learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Is positive and constructive with appropriate praise given
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child

## Expectations

These are summarised below.

- Children's work may be marked in several ways:

Teacher - Verbal – (VF) written on work in black pen

Teaching Assistant – Initialled by TA

Peer – Initialled and marked in orange pencil

Self – Initialled and marked in orange pencil

- Marking is directly linked to the success criteria in the first instance
- Not every piece of work must be marked in detail. However, one piece of literacy and one piece of maths should be closely marked each week.
- Most marking is positive, highlighting things children can do/did do so the children know how to repeat these things again
- Marking is undertaken in green and pink pens. Pink is for 'Tickled Pink' where the learning objective has been achieved. Green is for 'Green for Growth' where the objective has not been achieved and improvement is required. How to achieve this will be clearly explained in a 'green' comment.
- Feedback must be clear and child friendly so that the child understands why they have been successful and is given clear guidance on what to improve and how.
- Responses from the pupils is encouraged and always acknowledged by the teacher.
- Written targets and next steps are set by teachers, when the teacher is fairly certain the child can achieve them.
- When a child has achieved a target this must be acknowledged

## Strategies

We use many strategies to mark children's work effectively. Teachers are issued with this policy which outlines the strategies we use.

The strategies we use were developed to:

- Build on the best practice in teaching and learning
- Motivate children in a meaningful way
- Encourage interaction between the child and teacher
- Make every child feel valued and confident in their learning
- Promote interaction between children
- Raise standards

Time is given to pupils to reflect upon marking to ensure that they benefit from it. They are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

## Staff Development

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Staff are encouraged to identify areas in which they feel they may benefit from further training.

Training needs may also be identified by the SVMT or Subject Co-ordinators.

Training may be provided in a number of ways including in school provision and attendance on courses. The subject leader will ensure that staff are aware of training opportunities.

## The Role of The Headteacher/ SVMT/Governors

- To monitor the implementation of the marking policy
- To use assessment data to monitor progress
- To support staff with new ideas, resources and materials relevant to the policy
- To monitor standards and to lead work sampling sessions where staff moderate marking across the school
- To make recommendations for further improvement

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Confirmed by the Full Governors ..... Nov 2017

Review date ..... Oct 2020

**Lindsay Daulton** (Headteacher) ..... Date: .....

**Sophie Hill** (Chair of Governors)..... Date: .....