



# Marking and Feedback Policy

## Introduction

At Lord Deramore's School we understand that children's motivation and self-esteem are central considerations when providing them with feedback. We aim to maintain a positive ethos, where children are helped to understand that making mistakes is a natural part of the learning process. We believe that the key purpose of feedback is to help children to move on in their learning. We seek to use marking as a tool to gain evidence about individual children, which informs the teacher and the child of strengths and next steps in learning. We believe the most effective feedback is that given 'in the moment'. We actively promote 'Assessment for Learning' philosophies and procedures in all areas of the curriculum.

We aim to improve learning by:

- Providing regular and effective feedback to children.
- Actively involving children in their own assessment and learning.
- Using assessment to inform future planning (see assessment policy).

## Aims

- To have a consistent, manageable and effective approach to feedback and marking throughout our school.
- To work in partnership with the children to develop their learning.
- To ensure that teachers have some flexibility in how they mark and assess.
- To make sure that policies are manageable for staff and do not increase teachers' workload.

## Guidelines

- Children will be given verbal feedback, whenever possible, during the session, to follow up and support learning in a teaching session.
- There will be some verbal feedback, some in-depth and some light touch marking.
- Children will sometimes mark their own work or that of their peers, within given guidelines.
- Children will be encouraged to check, re-read and improve their own work. Improvements and corrections will be done in green pen.
- **Green** and **Orange** highlighter pens will be used by teachers to evidence aspects of **correct/good examples of work** and **areas for improvement/incorrect work**.
- In all areas, marking focuses on a small number of priorities linked to the learning intention/s and success criteria. However, this is not exclusive, so other areas may be marked / commented upon too, as the teacher feels appropriate.
- In-depth marking will identify what the children have done well and it will be explicit in guiding them as to what to do next to develop their learning. Any written feedback will be worded in a way that is understood by the child.
- Adult's writing should be clear for the children to read and follow the school's handwriting policy.



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- Children should be given opportunities to respond to marking and feedback as appropriate.

## School Expectations

**'Big Write'** (end of unit writing task) – *once every 2 to 3 weeks*

- Children will receive in-depth marking which will identify strengths (green highlighter) and areas for development (orange highlighter).
- Children must improve and edit their writing based on teacher feedback.
- Up to three spelling errors will be identified, with children practising the correct spelling using a *Look, Say, Cover, Write, Check* approach.
- Poor presentation or handwriting will be addressed and challenged.

**'Independent Write'** (end of term, cold task) – *once a term*

- Writing will be summatively assessed using assessment checklists.
- No detailed written feedback will be provided to children and they will not revisit or edit their writing.
- Teachers should ensure, however, that verbal feedback is provided.

## **Mathematics, Reading Journals, SPAG/Literacy, Science and Topic Books**

- All children's work will be acknowledged and praised in some way, with common errors and strengths identified.
- This may not always be in written form.
- Any improvements / changes made by pupils will be in green pen to evidence progress following feedback.

## **Early Years Foundation Stage**

We use the online assessment tool *Tapestry* to collect evidence of pupils' achievements and progress during their time in Early Years. Written feedback is only provided in an age-appropriate manner and flexibilities are given for EYFS practitioners to mark and assess in the most effective way for our youngest children.



Approved by Curriculum Committee

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