



Feedback & Marking Policy

The purpose of marking and feedback is to accelerate children's progress and achievement. It provides a useful ongoing diagnostic assessment record of achievement, and supports the child to identify their successes and work towards improvement.

Feedback should be immediate and verbal wherever possible, allowing the teacher to be reactive to the child, giving the opportunity for the child to respond immediately to the feedback.

Feedback and Marking should:

- Celebrate learning and successes
- Focus on positive aspects of a child's work and this should be praised and sensitivity shown.
- Relate to the learning objective, using the success criteria. It is not appropriate to point out all mistakes as this can have a negative effect on the child's self-esteem.
- Motivate children by recognising effort, achievement and challenge.
- Provide meaningful feedback to the child by highlighting areas for development / improvement / correction.
- Encourage children to become reflective learners.

Early Years Foundation Stage (EYFS)

In the Foundation Stage, marking and feedback strategies include:

- Continuous dialogue with children about their play, work or Special Books.
- Verbal praise and feedback.
- Learning Stories with next steps.
- Annotation of learning and photographs by staff.
- Children begin to self-evaluate their own work and pictures through "Child's Voice". (green pen) in their Special Books.

Key Stage 1 (KS1)

Verbal feedback will be given to children during the lesson wherever possible. Verbal feedback may be individual, group based, or to the whole class.

Written feedback happens after Guided Group work or where necessary. It refers to the learning objective and gives next steps learning instructions.

Children should be given time to read and respond to the written comments, in order for the feedback to have maximum impact on learning.

All work in books is acknowledged by the teacher using the marking symbols next to the learning objective.

Children also self-assess their learning using the marking symbols.

Targets

In KS1, children use 'My Reflection Page' in Writing and Mathematics to record and review targets in their learning. This is done in collaboration with their class teacher. This provides an opportunity for the child to discuss and review their own progress and to challenge themselves to achieve a higher standard. Parents have an opportunity to share this with the children at Let Your Child Explain every half term.



Marking Guidelines

For all staff.

- The vast majority of feedback should be verbal, preferably during the lesson.
- Verbal feedback does not need to be recorded in written form but it does need to be indicated where verbal feedback was provided using the code.
- All work in books should be dated, either by the child or teacher.
- Green pen should be used by the adult.
- The appropriate marking symbol, indicating progress made, should be recorded next to the learning objective to make it clear that the work has been looked at.
- Level of adult support should be indicated on all work using the marking symbol.
- More detailed written feedback and/or next steps are provided after a guided group session.
- Time should be allocated for children to respond to feedback when deemed appropriate by the teacher.
- In KS1 children respond to marking and edit their work (in Y2) using a blue pen.
- Teaching Assistants should record the level of support given to the child in completing the work by annotating group / individual teaching feedback sheets.
- The Marking symbols should be displayed in every classroom and in the front of every child's English Book, Topic Book and Maths Book.



KS1 Marking Symbols



I can do it



I can nearly do it

KS1 Marking Codes

VF	My teacher has spoken to me (verbal feedback)
✓	I understand (correct response)
●	I need to think again (incorrect response)
*	Next time I need to (next steps for learning)
Ch	I have been challenged (the learning has been extended)
GG	Guided Group Work
I	Independent Work
S	Supported Work
GD	I show that I understand beyond expectation and I can apply the skills I have learnt

This policy should be read in conjunction with;

- Assessment Policy
- SEND and Inclusion Policy
- Learning & Teaching Policy.