



## Marking and Feedback Policy

### Category: Curriculum

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## **Introduction**

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions thereby enabling children to become reflective learners and helping them to close the gap between current and desired performance.

## **Aims**

Marking and feedback should:

- Be manageable for teachers and children.
- Relate to learning, 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.
- Give clear strategies for improvement.
- May be verbal or written.
- Where appropriate, allow specific time for children to read, reflect and respond to marking (purple pen time).
- Respond to individual learning needs, marking in real-time with some where possible.
- Inform future planning and individual target setting.
- Be accessible to children.
- Use consistent codes throughout the school (see marking codes at the end of this document).
- Ultimately be seen by children as a positive way to improve their learning.
- Encourage and teach children to review/critically reflect on their own learning wherever possible.

## **Teacher marking / feedback strategies**

The level of marking and method by which the teachers give feedback to children about their work will depend on a number of factors, including:

- The age, ability and specific learning needs of each child.
- The type of work that they have been asked to produce.
- The time between the work being produced and when the children are able to review it.
- The time available to the children to reflect and act on the marking and feedback.
- Whether a 'Whole Class Feedback Sheet' has been used.

For example, the marking and feedback of a closed comprehension piece of work may be significantly less than an independent write, where the children will be expected (and be given specific time) to proofread / improve their writing. Verbal Feedback should be recorded in the children's book as a VF circled.

Teachers will use a variety of marking and other feedback strategies, which will be progressive throughout the school. These will include the following strategies:

### **Live Marking**

Teachers will mark the children's books/worksheets during the lessons where possible. This ensures that most children get timely feedback which gives them opportunities to improve skills within the lesson. This also helps teachers to reduce their workload.

### **Essentials for writing / maths**

We want to encourage the children to present their work as effectively and neatly as they are able. Essentials for writing / maths are incremental lists of expectations that should be used by the children as a reminder of how they should present their work, and by the teacher to use as a prompt where children are not attaining the expected level of presentation.

- Each child should have access to an age / ability appropriate 'Essentials for writing' and an 'Essentials for maths' sheet, where appropriate this may be stuck inside the front cover of the children's books.
- Teachers may tailor these 'Essentials' sheets to reflect particular children's needs and / or update these to show what the children still have to focus on.

### **Individual targets for writing / maths**

- Children should have individual targets for writing and maths which will normally be available for the children to use at their table.
- Teachers should review individual targets regularly and update them termly.
- Children should be aware of their individual targets and strive to achieve these.
- Children from Year 2 and above will be set targets.

### **Remote learning**

Where a child is working from home, marking may be adapted so that children receive a general written comment on their work which is recorded on Dojo or Teams.

### **Whole Class Feedback Sheet**

To support the teachers to manage their workload, we use 'whole class feedback' sheets when appropriate. These are not shared with the children but are used as a prompt to give evidence-based verbal feedback to children and to support accurate record keeping. This may

replace some of the written feedback in books, particularly if it is common to several children. These feedback sheets are also used to evaluate lessons and inform future planning.

### **Learning intentions**

Most pieces of work should be headed with the date and a learning intention (L.I.) The learning intention should be the prime target for the work and the children should be made aware of this. When marking, the teacher is required to: highlight the L.I. to show that the L.I. has been achieved (green highlighter), partially achieved (orange/yellow highlighter); has not been achieved (blank).

When the children are able, at the end of a lesson they should indicate whether they feel they have achieved the learning intention. This may be drawing a 'face', completing a 'tick sheet' or other methods the teacher deems appropriate.

### **Success Criteria**

For some pieces of work, there may be a success criteria list – which gives a specific (differentiated) list of criteria that the children should be aiming to achieve. The success criteria should be manageable and written in language that the children understand. The success criteria are in a table with an additional column which the teacher can tick if they judge the children have achieved these criteria. Older/more-able children, may also have an additional column where the children themselves can assess their achievement against the criteria.

### **Children's work in books**

The children should normally write in pencil in all books unless directed or allowed by their teacher. Children should never be allowed to write in green pen. Purple pen will be used by children in all books when correcting, editing or improving their work. All teacher comments and marking in children's books should be made in green pen.

### **Independent working**

The independence of the children's work should be indicated where a child has required additional support. This will be indicated at the top of the piece of work (next to the L.I.) as follows:

- If they have been partially supported this will be PS in a circle
- If they have been fully supported this will be FS in a circle
- If the child worked in a guide group this will be GG in a circle

Whilst at younger ages the teacher should add this indication to the children's work, when the children are able they should be encouraged to do this themselves.

### **Star, learning points and/or brief comment**

At the end of many pieces of work, the teacher may want to draw a star and accompany this either with an indication of any learning points (LP) awarded, or a star with a brief positive comment about the child's work.

### **Wish and brief comment**

At the end of some pieces of work, the teacher may also want to draw a wish symbol and accompany this with a brief comment about how the child can improve their work next time.

### **Marking codes**

For selected pieces of written work, the teacher should use the highlighting system. The colour codes that the teacher will use when marking are shown in the table below, these can be used at a teacher's discretion, depending upon the age, ability and other considerations of each individual child. It is expected that as the children progress a larger subset of the marking codes will be used.

It should be noted that the teacher will not highlight every error, every time, but that this will be at the teacher's discretion. Highlighting every error may in many cases be counter-productive as it could reduce the children's self-esteem.

### **Highlighting System used by teachers in children's books**

Pink	Punctuation
Green	Spelling
Yellow	Wow word
Blue	Capital letter

**From the Spring Term onwards, the teacher will not include any marking codes against year 2 and year 6 children's independent writing - which will be used as evidence towards their end of year assessment.**