



Responding to Children's Learning

Marking and Feedback Policy

Agreed by Governors: Summer 2024

To be reviewed: Summer 2026

Rationale

To ensure that all pupils receive constructive feedback, both written and verbal that will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Aims

- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meets the needs of all children.
- To have a consistent approach throughout school.

Principles

Responding to pupils' learning can have different roles and purposes at different times and can involve both written and verbal feedback.

Feedback should:

- Be manageable for the teaching team and be accessible to pupils
- Relate to the learning objective and success criteria
- Make use of the school editing policy
- Give recognition and praise for achievement and clear strategies for improvement
- Allow specific time for pupils to read, reflect and respond to feedback where appropriate this is to ensure that the time teachers spend marking 'does' have an impact on pupils' work.
- Respond to individual learning needs taking opportunities to give feedback face-to face where appropriate
- Inform future planning, assessments, records and reports
- Pupils should be taught to regularly self-assess and peer-assess (as appropriate for their level of maturity and ability)

Feedback

Verbal feedback should be:

- Positive-recognising pupil's efforts and achievements
- Developmental-offering specific, precise guidance to help pupils improve their work and make progress

The abbreviation VF (verbal feedback) is used in pupil's books/recording to show that verbal feedback has taken place. Teachers will use words or phrases to indicate the content of verbal feedback given eg. 'adjectives.'

Some work need only be acknowledged by a 'tick' or a celebratory remark.

Written Feedback

When giving written feedback teachers should focus first and foremost upon the learning objective and the success criteria of the task. The emphasis should be on both the successes against these and the improvement needs of the pupil.

SPAG should be marked using the school editing policy.

Written feedback should be given as and when appropriate within a meaningful timeframe.

Examples of written feedback include asking pupils to:

- Give example(s)
- Complete a directive eg. Record two differences between the shapes.
Give an alternative fronted adverbial.
- Prove it, show me, spot the difference, true or false, explain, what comes next? What is wrong?

Feedback in EYFS

In the foundation stage marking and feedback strategies include:

- Verbal praise
- Written annotations, short and narrative observations
- Annotation of work by teachers and the support team
- Pupils beginning to annotate their own work and pictures
- Verbal dialogue with pupils about their play, work or special books
- School editing policy beginning to be used

Read and Respond

Pupils should be given regular daily opportunities to read and consider the written feedback given and time to respond appropriately.

Use whole school format for learning objective and success criteria.


Pupils to write in blue ink, teachers to mark in green and pupils to respond in black ink.

Equal Opportunities

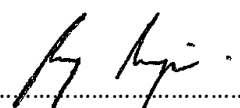
Equal opportunities is about ensuring that every member of the school community is regarded as being of equal worth and importance, irrespective of culture, race, gender, sexual orientation, gender identity, learning abilities, sensory or physical impairment, social class or lifestyle; it is about recognising differences, meeting individual needs and taking positive action, so that everyone has equal access to the educational opportunities offered by the school; it is also about regularly monitoring that each child has the opportunity to achieve.

Monitoring and Evaluation

The Senior Leadership Team is responsible for monitoring the implementation of this policy through regular book scrutinies.

Signed..........Date.....3.7.24.....

(Head teacher)

Signed..........Date.....3.7.24.....

(Chair of Governors)