

School logo

Rockland St Mary and Surlingham Primary School
Feedback and Marking Policy

Author / Edited by	Name of Headteacher or member of staff
Date	September 2019
Executive summary	This policy has been reviewed and amendments made in the writing section for marking.
Review Body	Teaching staff
Endorsed by	Governing Body
Review frequency & next review due	Annually – September 2020
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

SAPIENTIA EDUCATION TRUST
Feedback Marking Policy 2019

Feedback to children about their work can have different roles and purposes at different times and may involve both written and verbal feedback.

We recognise that wherever possible or appropriate, teachers should provide immediate and individual verbal feedback to children as this is likely to have the greatest impact in the progress they make at that point in time.

Why do we provide feedback to children?

- To recognise the effort put into the task they are completing.
- To recognise strengths but to also point the way forward.
- To assist in planning the next steps in learning.
- To provide a dialogue between the teacher and child (especially at KS2 where we may wish to see the child respond to an adult comment).
- To provide evidence of achievement i.e. a living record.
- To assess children's learning (record progress made and identify common mistakes/problems)
- To set targets.
- To review the effectiveness of teaching.
- To build self esteem and confidence.
- To provide information such as support given or independent learning.
- To provide information for parents, teachers, TA's and others.

Aims

Feedback should:

- Be matched to the lesson objective and the planned outcomes
- Be positive and constructive
- Focus on progress and achievement
- Be as immediate as possible
- Be child specific

We recognise that children should be given time to read and reflect on feedback marking and the comments made. In KS2 children are expected to respond to the comments left by the class teacher. In KS1 verbal feedback or written feedback with the child present does not require this.

Agreed methods

- Comments should be written clearly and legibly so that children can read them.
- Agreed marking symbols for KS1 and KS2 are attached and will be displayed in each room.
- Children will have opportunities to review their own and, when appropriate, others work.
- Children will be required to edit their work following directions (pink highlighter/pen)
- Children will be required to take action to written feedback – this may be a next step or require them to answer a question.

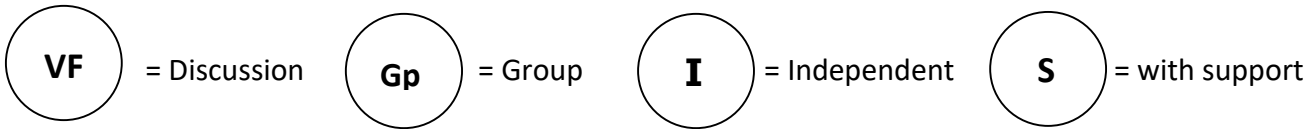
Links to other policies

(*) – This policy is linked to the Assessment policy

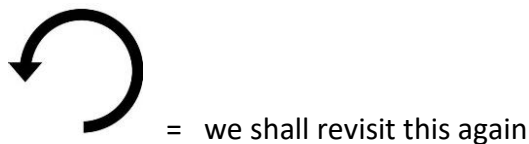
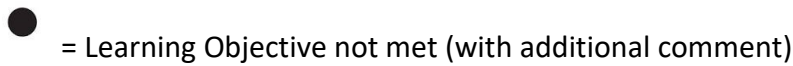
All other subject policies should make reference to this policy.

Marking Symbols – to be displayed in each classroom/learning space

For use in EYFS and KS1 and KS2 -



Minimum expectation (all pieces) –



Deeper marking will include –

Writing

- Highlighting spelling mistakes, areas for correcting or editing in cold and hot writes.
- Ticking objectives on the marking ladder (NC objectives for each year) which is placed inside the front/back cover of the T4W books. This will be used as a cumulative record of attainment over the year.
- Providing two writing targets (derived from the cold write or from the previous hot write) to focus on during the next unit of writing.

Maths

- Use of green highlighter pen to indicate success.
- Use of pink highlighter pen to focus need for correction. Children should be given time to address these in the next session.

