

Marwood School Feedback and Marking Policy

Reviewed and adopted 28th September 2021

Next review date Summer Term 2022

Rationale

Research has shown that Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. The marking of children's work and the giving of feedback is an important part of teacher assessment. This policy sets out how staff at Marwood School intend to ensure that marking and feedback is an integral part of our assessment procedures.

- Oral feedback is the MOST powerful in delivering impact on learning – it should be planned into daily guided work
- When marking, the progress within the objective (s) is commented on
 - How the objective is assessed
 - A = objective achieved
 - C = Challenge achieved
 - E = Extra support needed
- The title reflects the learning objective of the lesson
- In both key stages children are made aware of what they need to do to improve
 - SMART targets are in books or cards seen daily by the children
 - Incentives are used so children want to achieve their targets; stickers, rewards etc.
- Peer assessment benefits both parties and should be planned for – children are taught how to mark for each other
- Self assessment – children are encouraged to recognise where they need extra work. This is to be praised as a strength and encourages meta-cognition
- Effort is recognised as contributing to success; 'You have done well at that task because you give it so much effort.'
- Spellings corrected as appropriate to the task and child –
 - KS1 children expected to know high frequency words and current phonics
 - KS2 children are expected to be able to correctly spell the statutory lists in the New National Curriculum appendix 1. They use spelling logs where corrected words are recorded for the children to learn
- In maths answers are marked with a tick if correct and a dot if incorrect.
 - Incorrect answers to be looked at again and a second attempt made by the child (in green pen KS2)
 - No written feedback in maths books – an assessment is made³ and next steps logged and planned.
- Where oral feedback is given markers should draw a speech bubble with their initials to indicate this has taken place
- Codes for children's work in lessons
 - P = paired work
 - G = group work
 - S = support was given mid lesson to ensure learning
 - PT = Pre-teach session took place prior to the lesson.
- Stickers and class reward systems should be used



- It is very effective for children to make their own written comments on how they can improve.

Effective Marking will:

Reflect learning objectives and progress towards targets

Provide clear feedback to pupils about strengths and weaknesses in their work

Recognise, encourage and reward a pupil's effort and progress

Encourage pupils to strive to improve

Direct pupils to what they need to do to progress their learning and improve their work

Help parents understand strengths and weaknesses in their children's work