



Marking and Feedback Policy TO BE USED AND READ ALONGSIDE ASSESSMENT POLICY

Introduction

Through accurate feedback, both verbal and written, we celebrate success and maximize progress. Staff utilise a consistent and whole school approach for responding to children's work in a way that encourages and motivates them and enables appropriate future teaching and learning.

This policy must be read in conjunction with all other curriculum policies and applied by all members of staff, including HLTAs and TAs across all areas of learning.

This policy forms part of the assessment policy

Principles of marking as an assessment tool

- Marking is a key tool in the assessment of children's work and care should be taken to undertake this task carefully and with diligence.
- Well marked work supports day to day planning and teaching.
- Well marked work enables us to undertake accurate judgments about each child's attainment and plan the appropriate curriculum.
- For marking to be successful we must ensure that the learning intentions for the activity have been clear for both the teacher and the child from the beginning of the lesson and as such become central to the marking process.
- For marking to be successful we must ensure that our children understand what is required of them in order to be successful before they begin an activity

Marking protocols

- Using the system of two stars and a wish for oral and written feedback allows our marking to specifically celebrate what children have achieved (the stars) and then clearly indicate what they could do to improve (a single wish reflecting the learning intention or a specific key learning point for that child) .
- Stars may be at the end of a piece of work or at some point within the work where that learning point has been well executed.
- 'Wishes' that have been identified in children's work should be further identified in future marking as continuing (developing) wishes or stars.
- Consistent use of the terminology of stars and wishes by staff allows children to develop a language for self-assessment and review of work.



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- Specific points for development that are identified in pupils' work are targeted in future planning
- The ideal is to mark work with the child present and give oral feedback as well as the brief notes using the 2 stars and a wish system
- We recognise that children need to know an adult has looked at and valued all their 'recorded' work and even if a piece of work doesn't result in full 2 stars and wish marking it should be clear to the child that the work has been seen. This means use of the code system that also supports the moderation of assessment.

	Child worked independently - teachers may choose to extend this systems, particularly in EYFS, to be  or 
	Child produced this work as part of a guided group
	This work was undertaken when a visiting teacher was taking the class
	This work was undertaken when a student was taking the class
	This work was undertaken when a teaching assistant was taking the class or group
	This work has been discussed with the child. <i>This discussion may be with an individual, a group or the whole class. E.g. group- a group of children who need support with the piece of work are identified and will be focus of a guided group work the next day when difficulties will be addressed. E.g. whole class if there are issues with many children's work / understanding this will be discussed in shared work the next day.</i>
✓✓	This letter shape is well formed

- Marking is never negative and we will never use phrases such as "you did not try hard today".
- Marking is never negative and we dot or circle points to think about rather than putting crosses next to incorrect work (e.g. in mathematics)
- We never use meaningless phrases such as "well done" or "very good" without clarifying what was well done or very good.
- Teachers demonstrate how marking can be used to help improve work by promoting children to self- edit/review; against the learning intention or the child's own previous 'wishes' .



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- Time is given for children to be able to read comments and make a response by correcting or changing work.
- The ideal is to mark work with the child present and give oral feedback as well as the brief notes using the 2 stars and a wish system. However this is not the only way to celebrate success
 - Share good work with the class
 - Send the child to another teacher or the Head Teacher to celebrate success Receive a Head Teachers Award
 - Share work with the parent or carer
 - Send home notes which celebrate good work
 - Display work in the classroom and around the school environment
 - Show work in special mention or class assemblies
 - Star of the week
 - Photograph or photocopy work and record in the Learning Journey Book
 - Double ticks or stars on well-formed letters

Review

This policy will be reviewed as appropriate by staff and governors.

Effective Date

Reviewed September 2021

Next to be reviewed September 2022