



"Growing and learning together, aiming to be the best that we can be,

in an environment based on Christian values.'

Marking and Feedback Policy

All children are entitled to regular and comprehensive feedback as an essential part of the assessment process. It is important to provide constructive feedback, focusing on success and areas for improvement against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Vision Aims:

We aim to have a consistent and effective approach to marking and feedback. However teaching staff use their professional judgement taking into account the age and needs of the children.

Guidelines:

We use a selection of strategies to ensure that we provide the highest quality of marking and feedback for the children in our school including:

1. Ensuring marking is consistent across the curriculum.

- Marking is regular across all areas of the curriculum; all pieces of work will be marked in some way. At least 25% of work will be marked in detail.
- The quality of marking is consistent using the following agreed systems and symbols throughout school:-

√	To show where objectives have been met
T	To target next steps in learning
VF	Indicates where verbal feedback has been given
	Smiley face stamp will be used to recognise exceptional effort or achievement with a piece of work. This will also be recorded in the child's smile catcher
Spelling	To indicate incorrect spelling, correct spelling to be written in the margin. <i>KS1 staff will pick up on these spellings in phonics/spelling. KS2 pupils will re-write the correct spelling three times below the piece of work during response time in the next lesson.</i>

2. Ensuring marking and feedback leads to improvement

- Marking is constructive.
- Marking sets children targets for improvement/questions to respond to, where appropriate.
- Marking leads to real progress because it is precise.
- Written feedback clearly identifies next steps in learning.
- Marking and feedback relates to learning objectives and outcomes.
- Marking sometimes relates to child's own target.
- Children are encouraged to self-evaluate.
- Children sometimes set their own targets for improvement.

3. Ensuring marking and feedback leads to improvement

- Children are routinely provided with time to respond to comments made in their work.
- Children act on and respond to the feedback- sometimes in writing.
- Children are encouraged to make connections between written feedback and future work.
- Children are clear about where their work has improved as a response to marking.

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Review: September 2018

Every lesson counts. Every interaction matters. Every day is vital.