



“I have come in order that you might have life – life in all its fullness.”
John 10:10

Responding to Learning (Marking and Feedback) Policy

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Signed (Chair of Governors):	<i>NR Jockhu</i>
Statutory policy: <i>Yes/No</i>	On school website: <i>Yes/No</i>

RESPONDING TO LEARNING (MARKING AND FEEDBACK) POLICY

1. Rationale

Marking and feedback has three purposes, i.e. to help pupils:

1. understand what they have done well;
2. understand how to improve;
3. make visible signs of improvement as a result of feedback.

2. Principles

To ensure children understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate, to help pupils to understand.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Learning Support Assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

3. Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ depending on the stage of development of the child.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where “verbal” feedback is given for pupils’ recorded work, it is often appropriate to use “keyword marking”, which is an indication that feedback has been given. This is to help both the pupil and the teacher remember what was discussed so the work can later be checked for visible signs of improvement. This will be an asterisk in the margin with one or two words summarising content discussed, at the appropriate point in the work.

4. Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by the Senior Leadership Team as part of the school’s Cycle of School Evaluation, to ensure the three purposes of marking are of a consistently high quality throughout the school.

5. In Mathematics

Marking and feedback will be both written and verbal at the point of learning. A tick will affirm that the child has done well or a dot with a “keyword” will show where

children needed support and should then be followed by the visible progress. Where more than a keyword has been necessary, this will be a verbal and sometimes written graduated response in terms of example, process, reminder and challenge to help the child understand further. In the Early Years this will follow the same pattern but will normally be verbal at the point of learning.

6. **In written work**

Marking and feedback will be both written and verbal at the point of learning.

In Key Stages 1 and 2, at the stage of **innovation**, marking will be more in depth, with (tickled) pink pen used to show children what they've done well and green (for growth) highlighted to show the children what they need to improve or their next step, based on success criteria and other key features. For the final piece of writing in a teaching sequence (**invention**), feedback will be given either verbally or written relating to the progress they've made from the previous marking and feedback, using pink to respond to green on Innovation marking.

In the Early Years, feedback will be mostly verbal at the point of learning. This will be recorded through observations and child-initiated writing samples. Where children have recorded work, a pink/green marking system will be used as above.

Spelling and grammar will be picked up through marking at an appropriate level for the individual child at the discretion of the teacher.

7. **Across the curriculum**

Marking and feedback will be verbal and on occasions keyword marking against a standard of key skills. Basic skills in English and Maths will also be marked against in the normal way, when appropriate.

8. **Guidance for peer and self-assessment**

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with Assessment for Learning (AfL) strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our Teaching and Learning Policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

Other abbreviations used in marking to inform teachers' planning and assessments:

S – Support from an adult

I – Independent

PS – Peer Support from another pupil (PS will be supervised by an adult)

G – Guided to refer to a guided activity e.g. Guided Reading or Guided Maths