



Whittonstall and Broomley Federation of First Schools

Marking & Feedback Policy

Rational

Marking is a tool which has two functions- assessment and feedback. The marking of children's work is essential in order that effective monitoring and assessment of individuals, groups and classes can take place. It is also used to give constructive feedback on the quality of their work, the progress they are making and how they can improve.

Who is this policy for?

The policy is aimed at all staff who take responsibility for the teaching of pupils in the Federation. A copy of the policy will be available in the staff handbook for staff to refer to.

Our Aims

- To provide clear feedback to pupils about the strengths and weaknesses of their work and advise them on how to improve.
- To involve the pupils in the assessment of their own work and encourage constructive and motivating dialogue between each other and with their teachers.
- To recognise, encourage and reward pupil's efforts and progress thus raising self-esteem.
- To inform parents of their child's performance and progress.
- To provide a record of pupil's progress and achievement and inform future teaching and target setting.



Methods Used to implement the aims

Teachers can use a variety of methods to give feedback, these may include:

- Observation
- Questioning
- Discussion with child
- Editing and marking a piece of written work the child.
- Encouraging self-assessment, peer assessment and group review.
- Assessment of work through marking after the session.

Our Marking procedures:

- Feedback given is prompt and work is marked regularly, this may be verbal or written - if it is verbal the 'VF marking stamper must be used to

indicate this.



- Feedback given relates to the learning objective, or success criteria this will have been set by the teacher or the class dependent on task.
- Children are encouraged to evaluate their own and others work at the end of every session with a self-assessment.
- Teachers use the federation highlighters to mark work. **Green for examples of where the children have shown success**, and **pink for improvements**.
(Noted in class as 'Green for Got it, Pink for Think')

All teacher writing in books must be in green biro.

- The next step stamper must be used regularly to challenge the children and

extend their learning



- Time is given to read, reflect on and respond to marking in the following day's lesson - in 'Think Pink' time. **Children use black biro to correct mistakes and respond to next step stampers.**
- This marking is expected standard in all books in class - English, Maths, Creative Curriculum and Science.



Marking comments

- Comments should be focused on the content of the lesson.
- They should give opportunities for praise, by making reference to the objective
- They should provide opportunities for children to reflect on their work, or extend their understanding.
- They should provide children with opportunities to demonstrate they can work at a higher level, through a greater depth challenge. (see appendix a)
- They could provide children with feedback focused on their errors/misconceptions, making it clear what can be done to put it right. If it more beneficial to speak to the child, this may be reflected in books with a Verbal reasoning stamp as mentioned above.

EYFS

In the early years we ensure that discussion and verbal feedback fully informs further planning to enable children to make progress.

Written evidence will be through:

- teacher comments (in green pen)
- verbal feedback stampers
- Child comments.

Correcting Errors

Errors should be corrected where it is important for the child to understand where and why they have made a mistake. It is important that children are not demoralised by excessive correcting and that those mistakes which are highlighted are done so to enable them to make improvements in the future.

Corrections should happen swiftly and as soon as possible following the session.

Marking policies are constantly reviewed to take account of new methods teaching and assessment. This policy should be read in conjunction with the school's Teaching and Learning policy.



Appendix A

Examples of marking:

Maths:



Write a problem for me to solve this time!



What's wrong with mine?



Try this..... $47 + \underline{\quad} = 67$



Story it!

English:



Imagine Little Red Riding Hood is the 'baddy' in the story. Give me three words you would use to describe her instead of kind, gentle and friendly.



Which of the words in my sentence below is the conjunction?



Circle the correct spelling of their for my sentence.