



Marking and Feedback Policy

This policy was developed as part of a consultation process involving pupils, staff, parents and Governors of the school. In development of this policy reference has been made to 'Eliminating unnecessary workload around marking – Report of the Independent Teacher Workload Review Group' (2016).

The implementation of this policy will be monitored by the Senior Leadership Team and Governing Body.

This policy should be read in conjunction with the following documents:

- Teaching and Learning Policy
- *Appendix 1: Presentation Guidelines*

Committee Responsible:	Curriculum	Review Frequency:	3 Years
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Signed: Headteacher	Signed: Chair of Governors		
Policy Review Summary			
Date:	Date:	Date:	
Key Changes	Key Changes		Key Changes
Approved by			

Introductory Statement

Feedback and marking is an important aspect of teaching and learning. It is a key element of assessment for learning. At Ryelands the main aim of marking and providing feedback is to improve progress.

Policy Principles

Marking and feedback at Ryelands Primary and Nursery school should:

- enable children to become a partner in the feedback process
- be consistent throughout the school
- be underpinned by the confidence that every student can improve
- be seen by children as a positive means to improving their learning
- be accessible to parents and carers
- promote a culture that recognises the value of taking risks and making mistakes
- be constructive
- be manageable for teachers
- If possible, live marking with the child is always the preferred form of written marking.

Policy aims

All marking and feedback should be **meaningful, manageable and motivating**. The question of **impact** should always be at the forefront of any feedback activity.

To ensure that marking and feedback are effective and empower the learner we aim to:

- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Establish opportunities for prompt and regular dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives and the criteria for success, constructing these as part of the learning process.
- Encourage children to comment on, and evaluate their work.
- Indicate where children have achieved the learning objective.
- Provide constructive suggestions for improving learning.
- Communicate next steps to the learner and follow up the agreed targets to see how much progress has been made.
- Recognise effort as well as quality, linking effort to specific skills or understanding.
- Use the information gained through marking, together with other information, to inform future teaching plans.
- Provide children with time to act on the feedback they are given.
- Ensure that feedback leads to pupil progress.
- Ensure pupils are given a clear understanding of the way their work is assessed.
- Involve pupils in self-assessment activities so that they are motivated to succeed.

Marking and Feedback Strategies

The following strategies should be used:

Strategy	Further Exemplification
verbal feedback	Verbal feedback should be used to discuss successes and any points for improvement with a child. Verbal feedback should be linked to the learning objective and success criteria. Where possible, children should be given the opportunity to respond to the feedback immediately.
live feedback	The preferred method for feedback is live feedback. This could be verbal or written feedback, which happens at the point of learning, and where children can act upon action points immediately.
distance marking	Where live feedback is not possible, learning can be marked away from the lesson. This should follow the guidelines set out in this policy and children should be given time to read and respond to the marking before or at the beginning of the next lesson.
self-evaluation	Children are encouraged to self-evaluate against the learning intentions of a lesson. This could be done through the use of success criteria. Children should also be given the opportunity to reflect on what went well in the piece of work and what they would like to improve. From Y4 onwards, children will use colours to underline where they have included specific parts on a success criteria in their writing.
peer evaluation	Children should be given the opportunity to develop their peer evaluation skills through specific teaching. Peer evaluation can then be used in all subjects, where children can give feedback on their learning and progress towards the learning objective and success criteria.
appropriate breaks in lessons to assess understanding	These should be used at appropriate points in the lesson and could be supported through the use of a visualiser to share, model or correct a piece of work, hinge questions or other strategies used to gain an understanding of children's progress towards the learning objective.
Same Day Intervention	This should be used when the child has found it difficult to achieve the LO of the particular lesson. It is preferred for this to be undertaken at the point of learning, but if this is not possible it should be followed up on the same day by an adult who was part of the learning in the classroom.

Organisation and Practice

At Ryelands we have agreed to:

Regularly provide children with success criteria, or generate these as learning progresses – these should be part of the sequence of learning. In particular, marking ladders (tables containing Success Criteria – sometimes differentiated) are used to provide specific success criteria for tasks or processes; for example, genre types in writing or calculation strategies in mathematics.

Use a variety of marking and feedback strategies to develop self-evaluation, with live feedback being preferred where possible.

Continuously model good practice in marking to children as part of our daily teaching.

Complete distance marking where live feedback is not possible. This should be linked to the Learning Objective.

Both teachers and teaching assistants can mark books in pink pen, however teachers will take the lead in identifying next steps for children.

A post-it marker sticker can be used at the teachers discretion, where appropriate.

Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions.

Same Day Intervention is a key part of our marking and feedback process and should be used on a regular basis.

EYFS

Children are allocated individual 'next steps' based on assessment on entry, as well as at the end of each term in all 6 areas of learning. The next steps are shared with the children verbally, on a regular basis.

Individual next steps are worked on in setting through adults scaffolding the children's play. The next steps are shared with parents/carers, and they will be practised at home utilising their 'next step at home' books.

EYFS writing books will be marked following the same criteria and organisational structure as the rest of the school.

Writing Targets

Children in KS1, as well as specifically identified children in KS2, will be given individual targets for their writing. The children use these independently during **every piece of writing**. These targets are discussed and reviewed with the children on a regular basis. The children are expected to know the target that they are currently working on.

Once they have achieved this target independently on 5 separate occasions, they will move on to their next. Targets will come from the appropriate writing assessment sheets and are tailored individually for each child.

When marking, teachers at Ryelands will:

- use a pink pen.
- on occasions teachers may choose to select and mark areas of work in greater detail
- provide feedback to pupils on a daily basis
- ensure that verbal feedback is an integral part of daily teaching
- ensure that all marking has a purpose and leads to improved pupil outcomes.

Related documentation:

Learning and Teaching Policy

Assessment Policy

Special Educational Needs Policy

Able, Gifted and Talented Policy

All subject policies

Medium and short term planning

Parents

It is important that parents are aware of how the marking system works. A copy of this policy will be placed on the school website.

Monitoring and Review

- Work scrutiny by headteacher and subject leaders
- Discussion involving children and through School Council
- Lesson observations
- Impact on summative assessment results
- Peer reviews in phase/staff meetings (also to include cross phase)

Agreed Approaches to Written Marking and Feedback

Pink Pen	<p>Pink pen is used for all written feedback. One tick on the LO/Title will indicate that the learning objective has been met.</p> <p>Marking should be mainly linked to the learner's achievement toward the LO.</p> <p>Teachers may also add additional positive comments about work in pink, including reinforcement of the learning, a comment on effort or on the quality of presentation. These comments should be specific to the next steps or working improvement of the learner.</p>
SDI	Indicates that part or all of the work has been completed through same day intervention.
SW	Supported work (Next to point of support or next to objective)
GW	Guided Work (Next to objective)
IW	Independent (not required for all for all pieces of work) (Next to objective)
VF	Verbal Feedback – This should only be indicated when the verbal feedback has had a significant impact on the achieved outcome of the learning.
S	Marked by a supply teacher

Appendix 1: Presentation Guidelines

It is the aim of the school to ensure pupils' work is well presented and organised as an indicator of the value and importance which is attached to their efforts. Pupils should be encouraged by recognition and reward to take a pride in producing work which is of a high standard in its presentation whilst untidy or careless work will not be accepted.

The following has been agreed in relation to presentation of work:

Pupils' should date their work on the left hand side (underlined in KS2) i.e. day/date/month
Monday 1st September

Numerical form to be used in Mathematics books i.e. *12-10-2014*

Learning Objectives/Titles should be written on the line below the date. (Underlined in KS2)

Pupils should be discouraged from excessive use of erasers.

When not using erasers mistakes should be crossed out in one straight line.

Books should be treated with care.

'DUMTUMs' cue cards are used as a strategy to encourage good presentation