<p style="text-align:center">**Thorney Island Community Primary School**</p>

<p style="text-align:center">**Marking and Feedback Policy**</p>

Introduction

We believe that for children to become reflective learners marking should provide constructive feedback based on the learning objective.

Aims

Marking and feedback will:

- relate to learning objective/success criteria, which need to be shared with or generated by children. (N.B. - Agreed to write L.O. as title for core subjects)
- give clear strategies for improvement.
- be accessible to children.
- give children opportunities to read, reflect and respond to marking.
- give recognition and appropriate praise.
- ultimately be seen by children as positive in improving their learning.
- encourage and teach children to self-mark or peer-mark where appropriate.
- inform future planning and individual learning needs.
- involve all adults working with children in the classroom.

Organisation

- Time will be allocated to review work and respond to marking, to enable children to make focussed improvements
- Wherever possible feedback is given orally and used to inform future planning
- Children need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers. Use agreed codes wherever possible.

Monitoring

This will be undertaken by the Headteacher and Subject Leaders by looking at random samples of work/learning to ensure consistency and quality of practice and by discussing work with pupils. Feedback will be given to all staff.

<p style="text-align:right">Dean Clegg 31/10/22</p>

Signature of Headteacher: Dean Clegg

Signature of Governor: _____

Review Date: October 2025

Marking and Feedback Policy – Appendix

Strategies

Summative Feedback/Marking

This is usually associated with closed tasks or exercises. When appropriate, children should self-mark or the work should be marked as a class or in groups.

Formative Feedback/Marking/Pupil Conferencing

With oral feedback, teachers' comments to children should focus firstly on the learning objective and secondly, if appropriate, on other features. Remember in order for the marking to be formative, the information must be used and acted on by the children.

Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. '*What else could you say about the prince?*', '*Say something about the prince's personality*'. *Try one of these words: handsome, elegant, arrogant*'). With English narrative writing, codes can save time and make the feedback more accessible to the child: highlight three things (maybe two or even one per child with younger children) which are based against the learning intention and put an arrow where improvement against the learning objective could take place, including a 'closing the gap' comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful 'closing the gap' comments are:

- A **Reminder** prompt **(**e.g. 'What else could you say here?')
- A **Scaffolded** prompt (e.g. 'What was the dog's tail doing?', The dog was angry so he …', 'Describe the expression on the dog's face').
- An **Example** prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes').

In-Depth Marking

Not all pieces of work can be 'marked in-depth'. Teachers need to decide whether work will be acknowledged or given detailed attention.

Marking should focus on the learning objective, non-negotiables and next steps in learning.

Age expected presentation and punctuation is a non-negotiable i.e. this should be accurate in all work. When work is finished, children should proof-read and edit their work where appropriate. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

NB – There is an additional policy/procedures for the marking of English and Mathematics