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**Marking and Feedback Policy**

Reviewed

March 2025



**Aims**

* To form part of the overall formative assessment procedures
* To provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.
* To provide information for parents to gauge their child’s performance.
* To raise the standard of work in school.
* To inform the teacher and support staff about successes and misunderstandings and to enable future teaching based on this information.
* To enable children to see marking and feedback as positive in improving their learning.

**The Head Teacher’s responsibility will be to:**

* Ensure that consistent codes of marking are used throughout the school and on display for reference purposes, according to each individual school’s procedures.
* Monitor marking and feedback through children’s work and discussion with children.
* Support staff in order to raise standards.
* Give recognition and praise for achievement and make children aware of any necessary improvements that need to be made.
* Ensure that marking and feedback is manageable for teachers and staff.
* Involve all adults working with children in the classroom.

**Teacher’s responsibility is to:**

* Ensure that marking and feedback relates to learning intentions, which will need to be shared with the children.
* Give children opportunities to become aware of and reflect on their learning needs.
* Give recognition and appropriate praise for achievement.
* Give clear strategies for improvement.
* Allow specific time for children to read, reflect and respond to marking.
* Respond to individual learning needs
* Use assessment and marking to inform future planning and individual target setting

**Support Staff’s responsibility is to:**

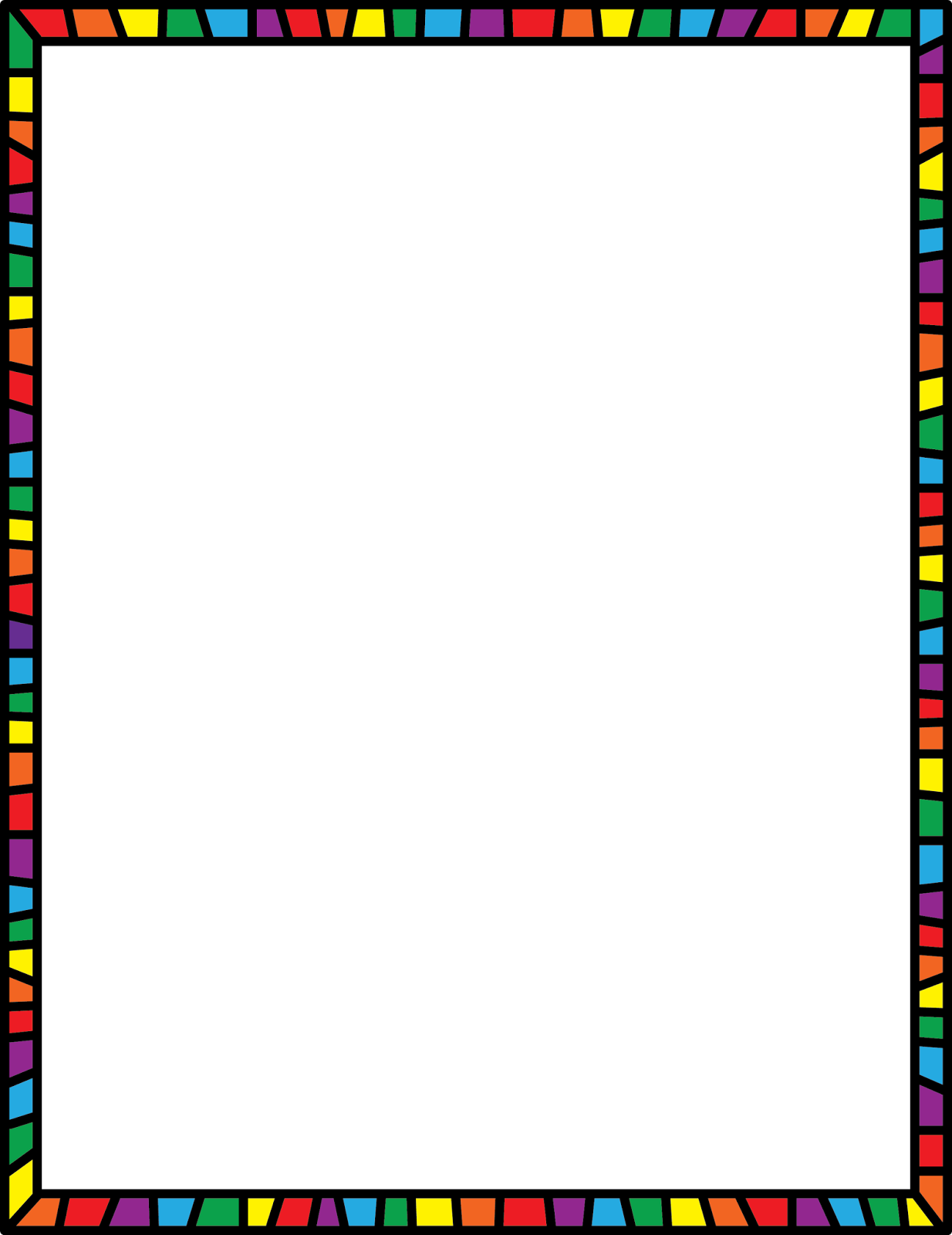
* Ensure that they are aware of the marking policy of the school and check with the teacher about the appropriateness of marking and feedback in their teaching situations.
* Ensure that the teacher is made aware of any difficulties and successes that a child may have.

**Children’s responsibility is to:**

* Self-assess their work fairly against the learning wheel
* Understand and respond to feedback

**Parents will be:**

* Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child’s learning.
* Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement.

Marking

|  |  |  |
| --- | --- | --- |
| Teacher to mark in purple, children to write in black pen or pencil | | |
| Children:- edit work in green, peer/self assess in pencil | | |
| S / | = | Adult led work (all other work is independent) |
| https://www.thestickerfactory.co.uk/images/products/main/042.png | = | Outstanding work/ Headteacher Award |
|  |  |  |
| Work is Highlighted | = | This is good |
| **Sp** | = | Check spelling |
| **P** | = | Punctuation |
| **C** | = | Capital letter |
| **/** | = | New sentence |
| **//** | = | paragraph |
|  | = | Child is unsure of spelling but wants to use this word (underneath the word) |
| **^** | = | Missing word |
|  | = | Error with calculation |
|  | = | Words to be substituted or improved |
|  | = | Next step |
| *Codes may be shown in the margin to encourage children to find their own errors*  *Staff will use their judgement as to when to use these codes and how many times they would use a specific code (no expectation to highlight every single error)* | | |
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