

This policy should read in conjunction with all other relevant policies; .....

#### Introduction

All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback in order to impact children's learning.

#### Aims

We will mark children's work and offer feedback in order to:

- Provide consistency and continuity throughout the school
- Promote self-assessment.
- Identify any misconceptions
- Provide a basis both for summative and for formative assessment
- Inform our future lesson-planning
- Impact children's learning

#### Verbal feedback

Verbal feedback is integral in all lessons and teachers are expected to give it in all aspects of teaching and learning. It forms a significant part of the Assessment practice and can be used to add to written feedback or replace it where the teacher feels necessary.

- When verbal feedback is given related to a written piece of work write 'VF' to show where a child may have had verbal feedback.
- Verbal feedback can be carried out individually or within a group.

#### Written Feedback

- Children's learning needs to be acknowledged in some form in order to highlight that the piece has been looked at by an adult.
- Symbols in the table below are to be used for children's work where appropriate.
- Generally teachers are to mark work using a coloured pen.
- Pink and green pens or highlighters are to be used when giving detailed or targeted marking.
- **Targeted marking** is detailed marking designed to provide specific feedback in order to move the child on. It is **NOT expected that every piece of work is target marked.** (See appendix for examples)
  - It is encouraged that teachers 'target mark' in the core subjects when necessary and when linked to the objectives or next steps.
  - Time needs to be given for follow up tasks from targeted marking.
  - 'Tickled Pink' to indicate success, praise efforts, objective met.
  - 'Green for Grow' to indicate areas of development, improvement, next steps.
- The written feedback will be appropriate to the age and ability of the child and will vary across year groups and key stages.
  - For example symbols, stampers, stickers may be used in KSI or as appropriate for individual children.
- Teachers' handwriting should be neat and legible in order to model good practice.
- Any adult that works with the children, including ESO's, at the teachers discretion can mark learning.
  - If a piece is marked by a person other than their teacher, they should initial the marked piece.
- Written feedback must be **purposeful** and **manageable** for the children and teachers.

See Appendix. Examples of precision marking, written feedback for all core subjects.

#### **Peer and Self Assessment**

It is important to encourage children to be involved in the assessment and marking process.

- This will help children identify errors, misconceptions, identify next steps as well as giving ownership over their learning.
- Children should assess their own learning and their peers against clear success criteria.
- When peer assessing children should be encouraged to remain positive and respect one another's work.

See Appendix.

#### **Marking Code**

Symbol	Meaning
√ (underline) Highlight	This work is correct, has met the learning objective, has met part of success criteria.
· ? (underline) Highlight	This work is incorrect. Spelling mistake or error.
SP	Spelling mistake
VF	My teacher has talked to me about this learning.
S	Learning has been completed with support from an adult.
I	Independent

See appendix for examples of above.

#### **Equal Opportunities**

The systems and routines concerning marking are applicable to all pupils and staff.

#### Monitoring

All staff will have input into the monitoring and review of this policy regularly. SMT will also review the implementation of the policy during regular book scrutiny and lesson observations

This policy will be reviewed annually, with opportunities for consultation with stakeholders.

Chair of Governing Body:......Date: Headteacher: .....Date: Written Summer term 2021. Reviewed: September 2022 Next review date: September 2023

#### **Appendix**

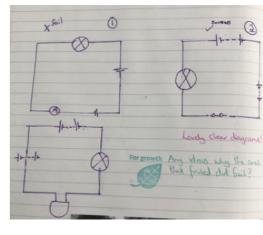
Paisy
5 weers are yummy.
Willywonka is magkal.
Enormous Formy. FULL OF SUPPrisage.
Esting Amorenty Sweets.
TOSTYTPEANS.
Stygergoes in sweets
A Brilliant use of adjoctives to describe.
& Great, you have put in extra information
Target: Only use capital letters to start a sentence or for name.

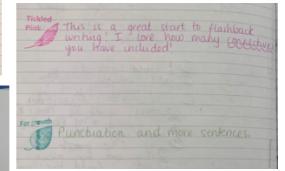
Names:		float or sink Dute:		
min	kore a	nd Floa	tore	
SIA	nees a	111 riga	LCIS	
Item	Weight	Prediction	Result	
apple_	9	Stost	float J	
Profee Paper chip	2	Sink	Sink J	
bund	2	The Sloct	float	
reel	4	Stoat	About J	
-	3	Sloat	Sink X	
leg				
	3	sink	X toof	
ofton bud	-	sink sink	- 102 / 1	
leg often bud ally stick o kg Weight	3		Plant X Plant X Eleat	

Did any of these reputs surprise you? Why?

I can write a riddle

The heaviest item to float was: The lightest item to sink was:









Key Vocabulary Foster Fosce Fiction Rough Sido Skower Smooth Speed Zp: Wite	KS2 Investigation Question Why are zip-wires so fast?	Hypothesis I predict the metal will allow the cup to go fastest	Variab - The material the acting as the	let Control hot is ap-line Length of zlp-line. - Possenger.
will measure g Will bassure s time a ke iquipment ine material. loge. wratch.	Method   It 2.21   S + 2.31   It - 4.52   2.21 - 4.52   2.21 - 4.52   4 2.452   4 - 5.22   4 - 5.22   4 - 5.22   4 - 5.22   4 - 5.22   4 - 5.22   4 - 5.22	125 +1-23 		Conclusion The cattor thread was the factors because if was thin and straight- inough the metal would be the tasket because amps would all he spread attributed was for the tasket of the spread attributed was for test because & very bady with the same them.
3		Table Graph	Photo Chart	The ribbon, wool and thread were smooth and the metal and string were rough: If the metal
		* Wh	at other	have used detai in yo i up way could you have

IN A CHART

I am reloaw I am az fazta cat I have zharg jeez iteo am I

	what super dues!	B. If
Cold Write: Write the Myth of Thor's Stolen Hammer.	- and Pale a bridge vali hourd his head-	11-
Die day thor work up and streched, he record out his hand is streched, harmer out it was not there the day for a Strond it mate two there the day in sufficient and two there there the in sufficient and answer the interest what is it? he asked "My the screet	The turged up to the Porry he fulshies and a winne banque the cal tight a god on a govern sine the cal tight and estim in a description of the host will be voi to give him a kass (The Host of the voi to give him a kass (The hose baren back when he size fires fea eye hosting at MM "any date she hose the eyes that give hit onget" often date give hosting at with onget "often date give hosting at give hit onget" often date give bottom at give hit onget "often date give hosting at give hit onget "often date give hosting at give hit onget "often date give hosting at the size fires	· be ren
Loth (Scaled and the range).	There Era	• Add
A little where rater, Bus was sorting object the traces he stopped when he heard and by source in the stopped when he heard and you put thors harmer "in yours ton't more by you put Thor's harmer "in yours ton't nore thidden it eght miles under the rank of	A fantastic cold write Flo. I love to read your writing ()	A
So will only give it back is you bring metrups the galdess of bulley "said thyse fine" said Darking the forego but she refused to mary Thyme. They cauled a meeting one god Said that they should aress That we at fregor. So they draiped bead rand his nuk	You have included different und. & punctuation "", Print Fronted adverbials - A withe wowl Paragraphs wowl PT	Keep 2 c

careful with capital letters Suddenly () little vohile laters up the good work Klo