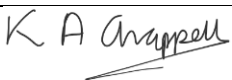




SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

2023 - 2024

Approved by	
Name:	Katie Chappell
Position:	Head teacher
Signed:	
Date:	Summer 2023
Proposed review date:	Summer 2024

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	April 2022
2	Inclusion of 'purple editing pen' for KS2	May 2023

Shap Endowed C of E Primary School

Marking and Feedback Policy

Introduction

This policy outlines the purpose, nature and management of marking and feedback in our school. We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives: enabling children to become reflective learners and helping them to close the gap between current and desired performance, in line with our Christian Vision, aiming for all children 'to soar' from their own starting point:



The implementation and ownership of this policy is the responsibility of all staff.

Aims of the policy

- To provide staff with a clear understanding of marking and feedback procedures at Shap Endowed C of E Primary School.
- To help establish a shared and consistent approach to marking and feedback across the school.
- By adhering to the policy and the marking and feedback it outlines, we aim to mark and feed back to children with greater clarity and focus, and as a result, use findings to inform teaching and set challenging but attainable targets for the class, groups and individual children.
- To encourage all children, regardless of their ability, to achieve the best they possibly can – 'Soar'!

The purpose of the policy

We mark and feed back in order to:

- Provide the child with information on their work – how they have achieved against the learning objective. By doing this we can...
 - Inform the child what they need to do next in order, to progress.
 - Find out what stage a child is, what the child knows, understands and can apply, and what the child needs to learn next.

Marking and feedback are therefore used to...

- Inform planning.
- Assess and evaluate the effectiveness of teaching and learning strategies.
- Report to parents on standards.

What principles underpin our marking and feedback?

Marking and feedback should:

- Be helpful and have value to the child.
- Be manageable for staff.
- Be appropriate to the age of the child.
- Relate to learning objectives, which need to be shared with the children.
- Encourage and teach children to self-mark/peer mark where appropriate.
- Involve all adults working with the children in the classroom.
- 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.
- Inform future planning and individual target setting.
- Have a consistent approach throughout the school.

Key feature of effective feedback

- Oral feedback is more powerful.
- Pointing out successes and improvement needs against the learning objective/success criteria has maximum impact.
- Feedback and marking should focus on the learning objective given.

Types of marking

- 'Heavy' – Less frequent e.g. Detailed comments against writing criteria such as sentence structure or purpose and organisation. Highlighted WALT.
- 'Medium' - Shorter comment against the highlighted WAL .
- 'Light' – Most frequent, highlighted WALT and short comment or sticker/stamp.

Codes and Symbols

- In line with our school rewards system, our marking is based around a traffic light system: green writing or symbols indicate to the children that 'you are soaring', amber writing or symbols indicate 'you are almost there' and red writing or symbols indicate 'you can do better'. The latter will be used sparingly, generally linked to poor attitude towards work.
- Incorrect answers/areas for elaboration etc will be denoted by an orange dot so that corrections can easily be completed and the dot replaced with a tick.
- Green will be used to highlight good practice e.g. A green tick for a correct answer, or green symbols or written feedback.
- Spelling inaccuracies are only to be highlighted if spelling is a learning objective that lesson or if it is a word which is the child's target/they usually spell correctly.

- An established set of symbols are used to mark work in the EYFS e.g. an orange finger symbol to remind children to use finger spaces between words, or a green smiley face to show correct work.
- A WALT is always displayed on the work and sometimes linked success criteria is used (age appropriate).
- If the learning objective has been achieved the WALT will be highlighted in green.
- If the learning objective is nearly achieved the WALT will be highlighted in orange.
- If the learning objective has not been achieved the WALT will be highlighted red (used sparingly).
- In KS2 classes, the children purple pens when they go back and make corrections or when they are editing and improving a piece of work.

Marking and Feedback in EYFS

In our EYFS classroom, marking of 'work', observations and annotations of photographs are directly linked to *The Early Years Framework (2021)* and the non-statutory 'Development Matters' guidance. Mostly, where appropriate the EYFS staff will give verbal feedback. Some work, where appropriate, for school assessment purposes will reference the pathways of children's development in broad age stages (0-3years, 3-4 years, children in Reception and ELG) Staff may reference the 'Area of Learning and development', followed by the 'age stage' For example:

L:W R Refers to Literacy, Writing, Reception age stage

To allow the tracking of progress, this will be highlighted to indicate the term in which the achievement was made:

Emerging
Expected