

Marking and Feedback Policy

At Haydn we believe that a comprehensive Marking and Feedback Policy reassures and motivates children and adults in the pursuit of excellence in learning. It acts as a reward system, leading the child to discover the intrinsic value of learning itself. We want all children to make good to outstanding progress and develop positive attitudes to their work and Assessment for Learning is central to children recognising and achieving their potential.

This policy recognises that 'marking' is central to a teacher's role and it is important to note that written feedback offers an opportunity to provide students with clear and specific information. However, 'a conversation with the child about what they have done well and what they need to do to improve... makes a difference to learning' (M. Myatt 2013).

Providing plenty of feedback during the lesson can be more appropriate and immediate which can better accelerate progress. At Haydn, we ensure that students get the maximum benefit from their education through an entitlement to regular feedback which enables them to understand their progress and inform them of what they need to do next to improve. We regularly look at books to uphold a high standard of presentation and to maintain our high expectations. This is done through the use of marking codes.

The following policy outlines our key objectives regarding marking and feedback, that ensure staff and children at Haydn achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims and objectives

- To celebrate and value the children's achievements
- To improve the quality of work and raise standards
- To promote continuous and focused communication with the pupil
- To indicate to children what they need to do in order to improve
- To motivate children and give them the confidence to progress
- To show children and parents what is valued and to reinforce expectations
- To inform children about their progress and challenge their learning
- To inform future planning
- To provide feedback and allow time that feedback to be responded to
- To be completed alongside the learner when possible

Marking and Feedback in Practice

At Haydn, every child's Maths and English work should be checked and acknowledged daily. This level of marking is to inform teachers of the next steps for their planning and teaching and for children to know their next steps.

Verbal Feedback

Often the most effective marking is completed with the children, providing immediate feedback and next steps for learning. Feedback is given verbally and the teacher writes V and the date to indicate they have had a discussion.

Comments

Once a week in Maths and English, the class teacher will provide written feedback. Teacher's initial comments should be positive with effort praised and achievement celebrated. **The comments link to the learning objective during the lesson.** Stickers are sometimes used and are appropriate for age and level of progress made. A star * is used to make a positive comment and show progress and an R is used to remind the children to look again and reflect on how to improve.

Responding to marking

Children are given time at the start of or within the next lesson to read any feedback. Children can write a response which the teacher checks to ensure understanding.

- In maths lessons, incorrect answers are marked with a dot and sometimes children are expected to attempt the question again next to the dot. The teacher will then mark this to check the child's understanding.
- Spelling errors will be marked across the curriculum. This is done proportionally according to the individual child's age and ability in spelling. Spelling errors are indicated and the correct spelling is written above the word, in the margin or at the end of the piece of work.
- Teachers use the children's errors in spelling to inform their teaching of spelling and to set spelling activities for homework.
- We expect staff to promote, model and maintain high standards of handwriting, spelling, grammar and punctuation throughout their marking.

We have agreed that we will always:

- Mark every piece of literacy and numeracy work whether it be by the teacher, teaching assistant or child.
- Provide positive and clear verbal and/or written comments

Monitoring and review:

The governing body is responsible for monitoring the way this marking policy is implemented.

The Head teacher is responsible for the day to day organisation of marking within school and that all work is marked in an appropriate way.

Subject leaders monitor the way their subject is taught, marked and assessed throughout the school; they need to be aware of the general progress of teaching methods and subsequent marking throughout school.




Marking procedures include:

- Verbal comment. Recorded with a V and the date in the child's book
- Written comment - appropriate and intelligible to the child
- Smiley faces, stickers, ticks, crosses
- Marking stickers/stamps
- * and R – a target for future work
- Self- assessment by the child using a green pen
- Peer assessment using green pen
- Write S or ST for supply teacher
- Music denotes that the child has been at a music lesson
- Absence acknowledged

Marking symbols Foundation Stage

WA	with an adult
I	independent
S	support
★	positive comment
R	remember

Marking symbols KS 1

★	positive comment
R	remember
Sp	spelling mistake
Aa	capital letter
•	full stop
V	verbal feedback
I	independent
w/s	with support
	finger space
	good listening
	great idea

Marking symbols KS 2

Sp	spelling mistake
ABC	capital letter incorrect
P	check punctuation
V	verbal comment and dated
?	wrong word used/sense
/	start a new line
//	start a new paragraph
*	positive comment.
R	remember or reminder (target for improvement or question)

This policy has been agreed by the staff and will be reviewed in two years.

June 2022