



Marking & Feedback Policy

Date last reviewed:	Autumn 2019
Frequency of review:	Annually
Date next review due:	Autumn 2020
Version:	2.3

Introduction

At Doddinghurst Infant School children become part of a friendly cooperative environment, where there is an atmosphere of mutual respect and trust. Every child is made to feel that they have an important role to play in the life of the school, where their achievements are recognised and acknowledged. We use marking and feedback to help each child move on in their learning and reach their individual learning potential.

By feedback, we mean the response a Teacher, Learning Support Assistant or Peers, gives to a child's work and learning. This will be verbally and indicated with the symbols below.

The aim of marking and feedback is to give constructive support to children in achieving their objectives, while maintaining self-esteem. The feedback should be linked to the next steps which will move the pupil to the next level/skill.

Aims and Objectives

To fully support effective learning for all we:

- Ensure that feedback is carried out efficiently and effectively in accordance with the school's mission statement "We believe that education is an adventure for all."
- Ensure that the marking and feedback impacts on future learning
- Ensure pupils can explain what teacher's marks mean
- Ensure pupils can comment confidently on their own work and can reflect on their own progress
- Ensure marking and feedback is framed in positive language and next steps explain how children can develop further
- Use time efficiently when marking and mark to the learning objective using green and pink pens.

Strategies

- Teachers regularly discuss work, and their progress against learning objective, with each child in a group or individual situation, when work is discussed orally a speech bubble is used in the book
- Marking maybe in the form of highlighted examples, Pink, for achievement and green against next steps.
- It is the teacher's responsibility for children to understand the marking and feedback policy and for the attached child friendly appendix to be displayed in the classroom.



Wise Owl says 'Laugh, Listen, Learn'

Equal Opportunities








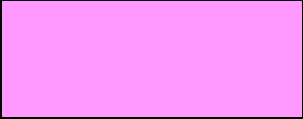




All children are given an equal amount of teacher time for marking and feedback. Teachers treat each child as individuals and provide feedback and marking that is most appropriate to their specific needs.

Monitoring & Evaluation

This Policy forms part of the school's Teaching and Learning Policy and will be reviewed annually.

The subject leaders monitor a sample of books on a termly basis. The results of these exercises are reported to the Headteacher, the teachers and the Full Governing Body

Marking & Feedback code

CT	Class Teacher (1: ... indicates how many children have been supported by one adult 1:4)
I	Independent work
LSA	Learning Support Assistant
CL	Capital letters
SP	Spellings SP in margin *incorrect spelling underlined, correct spelling above (* age related high frequency words)
	Full stop
	Finger spaces
	Presentation
	Golden book (sticker on work, sticker in book, label in golden book)
	Verbal comments given to child
	Next steps linked to targets Success Criteria
	Green highlighter or pen = Green for Growth 'How to improve my work'
	Pink highlighter or pen = Tickle Pink 'I have achieved the objective'
	Marking in Purple pen Purple Vertical line in margin indicates intervention
	Handwriting  make letters bigger  make letters smaller