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**The Principles That Guide the School’s Approach to Marking and Feedback**

**Revised: April 2017**

**Review date: April 2019**

**The effect of marking on attainment:** Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

Marking and feedback should:

* Be manageable for the teaching team and accessible to the children
* Relate to the learning intention
* Involve the teaching team working with the children
* Give recognition and praise for achievement and clear strategies for improvement
* Allow specific time for children to read, reflect and respond to marking where appropriate
* Inform future planning
* Use consistent codes within Key Stages
* Ultimately be seen by children as a positive approach to improving their learning

**The methodology of marking children’s work**

The following are acceptable examples of methods of marking and feedback, however a minimum of one in every three pieces of work in a subject should be quality marked.

Oral feedback:

It is important for all children to have oral feedback from a member of the teaching team from time to time. This dialogue should focus upon successes, areas for development and to set targets for future learning. This is particularly appropriate within the performing arts.

Summative feedback/ marking:

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative marking:

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Acknowledgement must always relate to the learning intention.

Marking and feedback given by other members of the teaching team:

Where a member of the team other than the teacher has been involved in the child’s learning, the work should be initialled and commented on where appropriate. TAs will use TA 1/2/3 where TA1 is where most support has been given – TA3 is very little support. I would indicate the child worked independently. (Teachers will use T1/2/3 in the same way)

Quality Marking:

A minimum of one piece of work in every three, for every subject should be quality marked. Teachers should focus first and foremost on the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the learning needs of the child. To show clearly the next steps for marking, in key stage 2 stickers showing this are used, key stage 1 write this for the children.

When quality marking teachers could:

1. Highlight up to 3 examples of where the child has met the learning intention together with a focussed comment and a next step to support future learning.
2. Spelling, grammar and punctuation need not be marked in every piece of work.
3. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. (See appendix for examples.)

All children should have a comment. When possible and appropriate, children should be given a comment which will extend and deepen their thinking. The children will respond to the marking comments, where developments and improvements are made purple pens or pencils will be used.

All classes have the marking code on display for teacher/TA and pupil reference.

Marking in the Foundation Stage:

In the Foundation Stage, marking and feedback strategies include:

* Verbal praise
* Stickers and stamps
* Written annotations, short and narrative observations
* Annotations of work and photographs by all staff
* Children beginning to annotate their own work and pictures
* Oral dialogue with children about their play, work or special books.

**Children’s response to the comments:**

***Self marking and evaluation:***

Children should be given time, at an appropriate time during the day, to read and consider the written feedback the teacher has provided.

Children should be encouraged to ask for clarification if they do not understand a comment and should be clear on what they need to do in their next piece of work, as a result of the feedback they have received.

Children should be encouraged where appropriate, to respond to the written feedback, either verbally or by writing a reply.

All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own three successes and look for an improvement point. This may be referred to as “Three stars and a Wish”. The plenary can then focus on this process as a way of analysing and learning.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

**Monitoring and evaluating this policy:**

This policy will be monitored through further consultation of staff and through the planned reviews.

Children’s workbooks will be monitored by the SLT and subject leaders, with written and verbal feedback given to individual members of staff.

Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

The marking code aligns with the Marking Policy- this is displayed in each of the classrooms.