



Church Valley Schools Federation Marking and Feedback Policy

Aims

As a result of marking and feedback, pupils :

1. **Understand** what they have done well.

2. **Are clear** about how to improve.

3. Make **visible** signs of improvement.

How should learning be marked or feedback given?

- Marking and feedback should demonstrate a positive attitude or tone that helps to build the self-esteem of learners. This should be true of feedback given by both adults and pupils.
- Marking and feedback should work to achieve the three aims above. It includes both written and verbal feedback.
- Marking and feedback should have a clear focus, usually linked to a learning objective and/or individual pupil targets.
- It is not expected that all errors in spelling or grammar will be corrected unless the learning objective is linked to a “spelling” or grammar based focus. Teachers should use their professional judgement to ensure that all feedback given focuses on the learning objective of the activity or task.
- Targeted groups or learning, will be chosen for intensive marking or verbal feedback, ensuring that all pupils receive such feedback over a period of time.
- All adults should adhere to the handwriting policy.
- Children will be encouraged to evaluate their own work and the work of their peers in line with given learning objective and/or success criteria.

How may feedback be given?

The child should be able to understand easily all feedback. As a result, in written feedback, the language used, the type of feedback and marking used, and the points identified will need to be adjusted to the age, ability and reading skills of pupils.

Marking should focus on three “Cs”- **Correction, Consolidation and Challenge.**

Where correction is required an orange box should be inserted to make it clear to pupils what is required

Marking techniques to be used by staff.

The use of colour coded feedback should show whether the learning objective has been achieved.



Next steps for learning are given where appropriate.

Green : Highlights successful learning linked to the learning objective.

Orange : Highlights an area for improvement or an orange box in maths requires a correction.

Yellow : Highlights a “golden” line, phrase or sentence or calculation, where children have shown their best or excelled.

Teacher may use their own codes and comments ensuring pupils fully understand any symbols and codes used. Copies of all codes will be in the front of exercise books. Job share teachers follow the same criteria.

Verbal Feedback

Much learning and feedback takes place in a lesson or activity as a result of verbal feedback from adults. Where verbal feedback is given during a lesson, this should be noted along with the focus of the feedback. Adults should record **VF** in the margin of any writing, with a short note where appropriate. Such marking shows the value and impact of adult intervention through feedback during learning.

E.Y.F.S.

In EYFS, adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled. When appropriate, pupils should comment verbally on what they have done well, a problem they have overcome and what they need to improve to develop learning further.

Peer and Self-Assessment.

The use of peer and self-assessment should be a regular feature in learning in each classroom.

When giving feedback pupils should be providing positive feedback to others and, as they move through the school, should be supported to learn the skill of proving positive criticism to their peers.

Pupils may underline words or phrases to demonstrate the learning objective or to identify spellings that need to be reviewed.



The use of thumbs up,



Smiley face,



Traffic Lights

may be used by pupils to demonstrate the level of success as a self-assessment or peer assessment strategy.

Time to respond to feedback and marking.

Marking and feedback is only effective if pupils are supported to respond to it and move their learning forward.

Adults should ensure that appropriate time is given to allow pupils to respond and should also ensure that checks are made that any responses requested have been completed and, in turn, responded to.



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Appendix 1

Agreed symbols: These symbols will be used throughout the Federation and displayed in the classrooms for children and staff. A copy will be in the front of exercise books

Year group	Symbol			
Y1,2,3 To be written in the margin with errorr underlined	CL	Capital letter	,	Comma
	SP	Spelling	!	Exclamation mark
	FS	Finger Space	?	Question mark
	.	Full Stop	“ ”	Inverted commas
Y4, 5 Continue to use the above codes, moving towards Symbols written in the margin but NOT underlined	P		Punctuation	
	G		Grammar	
	S		Spelling	
Y 6	Dot in the margin to show an area for review. No symbols used			

Date of Policy: May 2017

Review date: May 2019

Signed:

Head teacher