



# Feedback and marking policy

## The Old School Henstead

Written by:	WJM
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### Written Feedback and Marking Policy

The purpose of effective written feedback is actualised when:

- It moves children's learning on
- It informs both the child and the teacher of what has been achieved and what needs to happen next
- The child has an opportunity to read, understand and respond to their feedback

#### Marking Protocol:

- Marking ought to be related directly to the learning objective / success criteria or a child's personal target
- All pieces of work in books must be acknowledged either through teacher marking, peer marking or self-assessment
- Children should have an opportunity respond to written feedback
- Teachers should use **green** highlighter to promote positive aspects and **pink** highlighter to draw attention to errors or areas for development within a piece of work, using the reminders "**Pink for 'Think'**" and "**Green for 'Growth'**"
- Children should respond to feedback in **purple** pen as a means of quickly identifying their responses
- Teachers' comments should ideally take the form of open questions, rather than closed comments in order to move learning on
- Children should have an opportunity to return to their work to make their own corrections and respond to the comments their teacher has posed
- Teachers should not highlight every incorrect spelling, but persistent errors should be highlighted and children should correct the spelling in the next lesson. Persistent spelling errors should be incorporated into subsequent planning
- Teachers' handwriting must be legible as a model for the child and written in complete, punctuated sentences

### **Guidance for Peer / Self-Assessment:**

Peer and self-assessment empower children to take control of their learning. In line with AfL strategies, in most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria.

### **Children Responding to Feedback and Marking:**

Children need time to respond to feedback they have been given. Teachers must build in lesson time to enable children to respond fully to 'next step' feedback. This could be during early work before the register, at the start of a new lesson or a session devoted to peer marking and responding to feedback, such as in KS2 writing. It is expected that teachers regularly check children's purple pen responses to ensure they are understood; this may incorporate some additional verbal feedback.

### **Specific targets**

In order for the children to develop as conscientious learners, they should be aware of their individual targets in core lessons. Targets should be created in collaboration between the child and teacher with the child fully understanding what they are working on and how they might achieve these targets. In addition, they should be visible to the child and glued into the front of their exercise books, or jotters. The amount of targets a child might need will vary but should not exceed three at any one time. These should be reviewed and assessed with new targets created at least once per half-term.

### **Monitoring:**

Marking and feedback will be monitored through taking in samples of books, through lesson observations and learning walks.