

## **MARKING AND FEEDBACK POLICY**

This policy gives guidance to staff on the purpose, types and frequency of marking and feedback.

### **Aims**

All marking and feedback should have a clear purpose for either the child or the teacher depending on the learning objective.

### **Purpose of marking/feedback**

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback about current work.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.

### **Types of marking/feedback**

- Ticks where work is correct, a dot where mistakes are made.
- Teachers' comments. A constructive statement on how to improve should support a critical comment.
- It is usually more valuable for the teacher to discuss a child's work and receive comments from the child. In this case a 'v' will be drawn showing that the work was marked orally (v for verbal), and the child given the opportunity to write their own comment in response.
- Children may, where appropriate, self-mark work, or mark another child's work. The teacher will always review this marking.

### **Frequency of marking**

- Marking may take place during the lesson, which allows for immediate feedback.
- On-line apps will provide immediate feedback for the individual child, e.g. IXL, AR.
- Most work will be marked before the next session of that subject. However, in the case of a long-term project it may not be marked until the completion of the project. Children will be informed in advance if this is the case.

## **Progression over time**

The children will create a thinking frame (or similar) at the start of a foundation subject unit showing their starting knowledge. This will form the basis for planning of that unit to ensure full coverage. Part way through the unit, each child will revisit their thinking frame to update their current knowledge. This should be used as an opportunity for the teacher to spot misconceptions early and adjust planning accordingly. The thinking frame will be revisited for a final time at the end of a unit as a basis of summative assessment for that topic. Each separate set of additions should be coded in some way e.g. colour/date so that progression can clearly be seen.

Teachers should keep a log of any relevant information they notice on the children's thinking frame in a 'Curriculum Log' to show progression and identification of misconceptions.

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