

Marking and Learner's Feedback Policy

In this school, we ensure that learners receive regular feedback on their work, enabling them to understand and enjoy their progress. It will be positive, acknowledging achievement and identify the next step needed to improve. By applying strategies developed with the learners we intend that each can develop responsibility for their own learning.

Objectives of marking

1. To inform the teacher's understanding of the learner's level of development and identify the next step needed for progress.
2. To give positive feedback on achievement and progress then identify their next step in learning.
3. To celebrate successes to promote confidence, enthusiasm for learning and encourage them to value and take a pride in their work.
4. To set challenging targets for improvement alongside the learner.
5. To train learners in ways to self-evaluate their work and take responsibility for their progress and future targets
6. To provide evidence for assessment, recording and reporting.

Principles of marking across the curriculum

- Learners are clear of the task's focus and their expected response (WILF) in order to first self-evaluate their work.
- Feedback and marking will celebrate and reward success and provide learners with a clear direction as to what they need to do next. This is shown by a "Next time" comment.
- Oral feedback will be given whenever possible during or soon after the learning process – with individuals, pairs, groups or whole class – by class teacher or teaching assistant.
- It is expected that there will be instances where the focus of marking will be celebratory.
- Teacher's written comments will be succinct, encouraging and giving clear, easily understood feedback of their success and ways to improve, following the school's marking codes.
- Where possible the learner will share in the process of deciding next targets.
- Not all errors may necessarily be corrected, as corrections will relate to focus of lesson or child's individual targets (WALT).
- All work has WALT and date at the top (DUMTUMS... Date, Underline, Miss a line, Title (WALT), Underline, Miss a line, Start.
- Marking is matched to learner's age and ability.
- All marking is carried out in black, pink or purple ink.
- There will be consistency of approach across the schools in the federation. All teachers will mark at least 3 "next times" per subject each week.
- Learners will be expected to correct chosen spelling mistakes.
- All children will have a copy of marking codes in Reading, Writing, Topic and Maths books.

- All children will use green pen to respond to marking in all classes. Children in EYFS and KS1 to use green pencil or green pen as appropriate.
- Where they are capable, learners will be given responsibility for summarising feedback and recording it themselves. Again, green pen will be used to clearly show this.
- All children will use green pens for self-marking, peer marking and in response to teacher's marking.
- For some pieces of work, children will have a WILF record on a piece of paper stuck into their books for their own self-assessment. The teacher then assesses next to this.
- All staff will tick and initial the children's responses to their 'next times'.
- 'I' is used to indicate independent work in KS1, but it is assumed in KS2.
- On occasion where relevant, teachers can write a question instead of a 'next time' for the child to respond to.

Strategies developed by teachers and learners together

- All work is marked following the school code system.
- Mini checklists/marketing ladders provided for learners to assess themselves first.
- Next step given – written as "Next time" – only one (two at the most) mini target. Wording will be precise in order to focus learners on the improvements to be made e.g. Next step instruction to begin with the imperative.
- Success celebrated with specific verbal praise, house/team points, stickers, certificates and celebration assembly.
- Symbols/abbreviations used to annotate work begin in KS1 and develop into KS2 and are dependent on ability not key stage.
- Marking symbols and abbreviations will be displayed in classrooms and books.
- Children are given time to action their "next time" tasks.
- Green pens will be used by all children to write dialogue in all classes. Green pencils/pens will be used in EYFS and KS1.

The marking policy will be reviewed on a regular basis to ensure that it is effective.