FROXFIELD
CE SCHOOL

Review Cycle:-	Bi-annual	Date of Next Review:-	January 2023
Approver:- Chair of SDG	Signed:- Date:-	Approver:- Head Teacher	Signed:- Date:-

Feedback and Marking Policy

Rationale
Feedback & marking are an integral part of assessment. At Froxfield, we aim to provide a system of feedback & marking that is consistent and continuous across the school. Feedback & marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Quality feedback allows for self-assessment where the child can recognise their strengths and next steps and encourages them to accept help/guidance from others. We provide positive feedback whenever possible to enhance self-esteem and confidence.

Effective marking should:-
- Give feedback to children and to inform them of their achievements and the next steps in their learning
- Be clearly understood by children
- Provide ideas and support for children to edit and improve their work
- Link to the Learning Objective and Steps to Success
- Show work is valued
- Demonstrate appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning
- Help parents and children to understand the strengths and areas to develop

Feedback & Marking Procedures
- Green pen to be used to contrast with the pupil's writing
- As far as possible, feedback will be given daily or when a piece of work is completed
- Feedback will link to shared learning objectives and the child's attainments
- As far as possible, time will be spent with the child to ensure they understand the comments and 'next time stars'
- Teachers and teaching assistants' writing to be neat and legible, following the school's handwriting policy
- Yellow highlighters will be used to identify strengths in children's work (underneath the child's writing rather than on top of)
- An appropriate number of incorrect spellings will be underlined in green for the child to correct

Children will be:
- Encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books, using a purple pen (including in maths books)
- Asked to initial next to a teacher's comment
- Encouraged to respond to marking and take the opportunity to correct, practise or investigate a problem
- Given time within each week to evaluate their work.
- Rewarded through stickers, house points, Headteacher's Awards, compliments and postcards home for work that shows particular effort and perseverance.
- On occasions, asked to re-draft a paragraph of writing, after editing, to show work of their 'best effort'.

Marking Principles:

- Feedback & marking must be manageable in terms of teacher workload
- Feedback & marking will focus on what the children are learning and trying to improve
- Feedback & marking will focus on specific taught steps to success (S2S) as well as the application of prior learning and basic skills
- Feedback & marking is only of value if comments are read and/or responded to
- Ideally feedback & marking should become a part of the developing dialogue resulting in pupil progress; wherever possible, this should be done with the child, during the lesson
- Time will be allocated for children to respond to comments (usually at the start of the next lesson)
- We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work; which errors and how many will depend on many factors.
- Comments can be made orally or in writing and will be as immediate as possible.
- We constantly assess the children's work, establishing their achievements.
- We use a consistent set of marking codes across the school (see page 4).

Showing success
The teacher identifies strengths in the child's work, linking to the S2S given. These will be shown against a 😊 within the work. Yellow highlighting will also be used to identify strengths within pieces of work. These successes should be in the context of the child's current attainment and effort in the task.

Indicating improvement- 'a next time star'
The teacher will identify what the child could do to improve their work. This will be shown against a ⊛ . Children will use purple pen to respond to these ⊛ . .

Achievement against the Learning Objective
Children's achievement in relation to the Learning Objective will be show using ticks:
√   experienced the objective
√ √   partially met the objective
√ √ √   fully met the objective

Oral Feedback
It is important for all children to have oral feedback from a teacher depending on the task. This dialogue should focus upon successes and areas for improvement.

Children's response to the comments

Self-Assessment
As they move through the school children will be encouraged to self-assess using faces to indicate a degree of understanding and achievement in KS1:

In KS2 children will use T (tricky), M (managed) or Z (zoomed) in a circle to indicate a degree of understanding and achievement:

T   M   Z

Peer Assessment
Children in Key Stage 2 will also use peer assessment to evaluate other's learning against clear S2S. Children may also use the marking codes used by the teacher to identify successes and areas for development. Peer Assessment will be shown by a ⓟ . The child doing the peer marking will record their initials next to their comment.

Marking Codes

Observation and Marking Codes

S   I   P   C   ☺   *
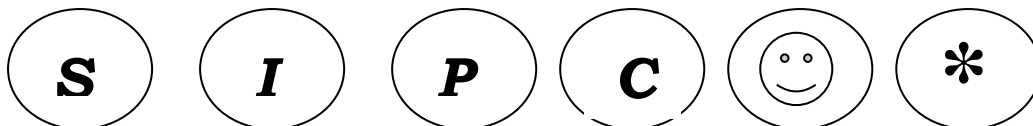
S: support given I: independent
P: peer marked C: conferenced
*☺   :success   *: next steps*

Children's Response to marking Procedures
- Any editing or response will be done in purple pen
- Rubbers will not be used for corrections unless directed by the teacher
- Errors will be neatly crossed out with a pencil and ruler

- Incorrect spellings may be practised below

Marking may be done by:
- Teacher
- Teacher alongside child
- Child (self marking)
- Other children (peer marking)
- Teaching Assistants
- Supply teachers

Remote Learning Addendum
During periods of home learning, children must upload their work onto the Class Dojo platform. Teachers will provide feedback on all work uploaded through individual comments made on the platform. These comments will be on a child's portfolio and may only be seen by them.
Teachers will use work uploaded by all children to assess children's understanding of the task/concept. This will inform further next steps in planning and teachers. Misconceptions may be corrected through the year group Zoom sessions or through recorded video teaching inputs.
Children and parents may also message teachers with any questions or queries around the work set.