FROXFIELD
CE SCHOOL

Review Cycle:-	Bi-annual	Date of Next Review:-	January 2025
Approver:- Chair of SDG	Signed:- Date:- 4/01/25	Approver:- Head Teacher	Signed:- Date:- 4/01/25

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 feedback and marking should:-
- Give feedback to children, celebrate their achievements and identify misconceptions
- 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
- Help children to understand the strengths and areas to develop

Feedback & Marking Procedures
- For adult making, green pen to be used to contrast with the pupil's writing
- As far as possible, feedback will be given orally within the lesson
- Feedback will link to shared learning objectives and the child's attainments
- Teachers and teaching assistants' writing to be neat and legible, following the school's handwriting policy
- Pink 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 pen for the child to correct. Rainbow words will be used in Class 1 to support children to remember key spellings.

Children will be:
- Encouraged to edit and check 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)
- Encouraged to respond to feedback and take the opportunity to correct, practise or investigate a problem
- Rewarded through stickers, house points, Headteacher's Awards, compliments and postcards home for work that shows particular effort and perseverance.

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- On occasions, asked to re-draft a paragraph of writing, after editing, to show work of their 'best effort'

Feedback and Marking Principles:

- Feedback & marking must be manageable, taking account of teacher workload
- Feedback & marking will focus on what the children are learning and trying to improve
- Feedback & marking will focus on the learning intention as well as the application of prior learning and basic skills
- Written feedback & marking is only of value if it is understood by the child.
- 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 feedback
- 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.
- The majority of feedback will be oral and will be as immediate as possible.
- We continually assess the children's work to inform planning and next steps
- We use a consistent set of marking codes across the school (attached).

Showing success

is used to value effort within children's work. Pink highlighting will be used to identify strengths within pieces of work.
These strengths 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

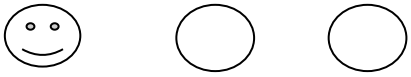
Oral Feedback

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:

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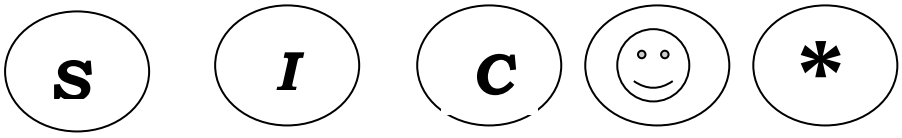
T M Z

Marking Codes

Observation and Marking Codes



S: support given I: independent
C: conferenced
:valuing effort *: 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)
- Learning Support Assistants
- Students