**St Day and Carharrack Community School**



Marking and Feedback

Policy

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Chair of Governors \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date for review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**St Day and Carharrack Community School** 

**Marking and Feedback**

The process of marking and feedback should be realistic and positive, with future learning steps identified. Marking and feedback is always aimed at celebrating success and moving the child on in their next steps in learning.

The marking should always be in accordance with the learning intention and the child’s own personal learning targets.

At least once a week, teachers will ask children to re-engage with a piece of writing with a written request to complete a short task or answer a question to demonstrate how the piece could be made ‘Even Better If’. The child must be able to read and respond to the comments made, and be given time to do so when appropriate to the learning. Where possible, marking and feedback should involve the child directly, the younger the child, the more important it is that the feedback is oral and immediate. Teachers or support staff will then acknowledge the child’s response with a tick or very short piece of praise when marking is next completed.

Achievement will be indicated to the child by using a green highlighter to specifically celebrate words, phrases, sentences or punctuation showing the Learning Intention has been achieved. Achievement of the Learning Intention will also be acknowledged through the use of toolkits where children are writing longer pieces of text or engaging with the speaking and listening aspects of the Story Telling approach to writing. A short ‘What Went Well’ comment can also support this.

Teachers should aim to promote children’s self-assessment by linking marking and feedback into a wider process of engaging the child in their own learning. Teachers will use self-assessment strategies, including the use of toolkits that are appropriate to the learning and learners within their class.

Feedback may also be given by support staff or through peer review. Support Staff should provide written or oral feedback to teachers through a mutually agreed method.

The school has clear expectations that apply to all learning and teachers will not accept learning unless these have been followed. Consistency is essential throughout the school to ease transition from one class to another, as well as supporting colleagues working in more than one class. Consistency affords all children the same opportunity to successfully make the next steps in their learning.

The following actions have been agreed with teachers as a realistic and meaningful method for providing marking and feedback to children which will be recorded using a red pen.

|  |  |
| --- | --- |
| Highlight the Learning Intention | Green = Learning has been achieved  Green T = Learning achieved with teacher support  Green TA = Learning achieved with TA support  Amber = Learning almost achieved / further learning required to reinforce |
| Green highlight within text | Indicates successful learning |
| EBI Indicates next steps in learning | Up to 3 spelling corrections  Letter / number orientation  Modelled writing for improvement  Question or comment for children to respond to |
| V – xxxx | Indicates verbal feedback and will be accompanied by a word or phrase to enable ease of recall to the child.  This can be recorded by the child. |
| O | Missing capital letter |
| . | Missing full stop |
| // | New paragraph needed |
| ^ | Insert a word, phrase or sentence for improvement |