



Marking, Feedback & Response Policy

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. The sole focus is to further children's learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

Four types of marking and feedback occur during teaching and learning at LHCPTS:

- i) Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. Stamps and stickers to be used.
- iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- iv) Self-assessment and peer assessment of the attainment and success of a piece of work. (Children will be taught to use the marking codes appropriately)

Non-negotiable Procedures for Marking.

All marking is to be carried out in red pen.

All marking is to be done in a clear legible hand aligned to the school handwriting script. The marking code is to be followed in all cases. The marking code should be accessible to all pupils in the learning environment.

Developmental marking will be used at appropriate times during the year.

OBJECTIVES

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.

3. To promote a positive self-image for learners, in accordance with the school aims, and, through this, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement.
6. To standardise the marking procedures used throughout the school.
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets.
8. To provide evidence for assessment, recording and reporting.

STRATEGIES

1. Teachers' verbal and written comments will provide clear and easily understood feedback and encouragement for learners.
2. Verbal feedback should be given during lessons while the learners are engaged in the learning process.
3. Feedback and marking will celebrate and reward success and let learners know what they need to do next to improve.
4. Feedback and marking will result in clear targets being agreed for improvement, where appropriate
5. There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective on feedback and marking, and target setting.
6. Teachers will aim to mark work during lessons when pupils are present.
7. Feedback will be mainly verbal rather than written.
8. Written comments should be kept to a minimum, unless the teacher is developmentally marking.
9. Where they are sufficiently skilled, learners will be given responsibility for summarising verbal feedback and recording it themselves.
10. There will be consistency of approach through verbal and written marking across the school.
11. Stickers/tokens/house points or appropriate drawings/stamps and other tangible rewards should be given to celebrate and encourage achievement and progress.
12. In the interests of reducing teachers' work load, teachers should aim to fit all marking within the working day (including planning, preparation and assessment time). Teachers are discouraged from taking marking off site.

OUTCOMES

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at LHCPTS. The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

MARKING CODES

☺	Positive comment	PM	Peer Marking
T	Target	SM	Self Marked
PT	Personal Target	C	To be corrected
VF	Verbal Feedback	~	Spelling error
TM	Target Met	//	New paragraph needed
S	Support Given	^	Word missing