



## **Feedback and Marking Policy**

### **Rationale**

To ensure that all children receive feedback to enable them to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and evaluation.

### **Aims**

At Milford School we mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the on-going assessment that should inform our future lesson-planning.

### **Principles**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

Teachers should provide verbal and/or written feedback to children.

Feedback, either written or verbal, should be regular and frequent.

Teachers will look for strengths before identifying improvements when providing feedback.

Feedback will be linked to learning intentions/ success criteria/ next steps.

Feedback procedures will be consistently applied across the school.

The feedback code will be displayed in each classroom and children should understand the meaning of the code they receive.

Children will be supported in self-evaluation and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made.

Marking practices and procedures should be in keeping with the school's policy on Assessment.

## **Guidelines**

The following procedures for improving children's work should be implemented by all staff:

Feedback and marking needs to be oral and /or written.

Effective feedback, needs planned time for children to make improvements/response, but it is most powerful when included in lesson (e.g. after 10 mins look for a success, after another 5 mins look for an improvement etc.)

All staff will use the agreed feedback and marking codes (see appendix) to support children's learning

During the lesson adults should provide effective "there and then" feedback.

When providing written feedback the teacher may focus on one group of children's work at a time and suggest improvements to be fed back to that particular group.

When appropriate, all children in the class will be handed back their own work to analyse, self-assess and to make improvements.

All groups will receive detailed feedback (verbal or written) at least weekly.

Adults will provide feedback that is clearly linked to – learning objective; success criteria; leading into next steps.

The children will be given the time/opportunity to make the suggested improvement.

## **Monitoring and Evaluation**

SLT and Subject Leaders will scrutinise samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

## **Impact**

Children will have ownership of their learning and next steps.

All stakeholders have a clear understanding of the marking policy.

Teacher's feedback will be consistent across the phases and between year groups.

Pupils will be aware of what is expected of them and how they can make their work even better.

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