

Approved: \_\_\_\_\_ 13<sup>th</sup> October 2015 \_\_\_\_\_  
Committee: Pupils and Curriculum  
Signed: \_\_\_\_\_ M Knight \_\_\_\_\_  
Review: Two years \_\_\_ October 2017\_\_  
Website: Yes

Heron Hill Primary School

## **FEEDBACK AND MARKING POLICY**

“Good feedback causes thinking...and improvement”

### **ESSENTIALS (NON-NEGOTIABLE)**

- All work must be marked before the next lesson, in all cases.
- Marking must be readable/legible and provide a model for children in terms of handwriting and include the correct use of punctuation.
- Support provided must be recorded, eg Independent (Ind), Teaching Assistant support (TA initials), verbal feedback (VF: CT/TA/student/group).
- Teachers and TAs must mark in blue pen. TAs and PPA teachers put their initials after their comments. Supply teachers and students mark in green pen.
- Marking should be concise, informative and generally positive.
- All work must be marked against the success criteria (SC) which have been shared with the children during/within the lesson. Make it clear to children what you will be marking against and stick to this when writing comments.
- Class and personal targets should be checked against work daily.
- Prioritise time in the next lesson for the children to act on the points made in marking. The majority of writing lessons should start with time for corrections and improvements.
- Success Criteria should be differentiated.
- Whenever appropriate, marking must include next steps. This will be on a regular and frequent basis for all children. The next steps may refer to what the child needs to go back and improve, eg editing their writing, or may be a further challenge.
- Personal targets will be recorded at the front of a child’s writing book. They will be highlighted and dated when they have been met independently three times.

- Involve children from Year 3 upwards in agreeing next steps and generating personal targets.
- Show and share an excellent example at the beginning of a writing focus so children have ownership of the writing process and can see and understand what success will look like.
- Spellings – from Year 2 upwards, children should underline any spellings they need to check. Teachers should underline up to five incorrect spellings.
- Allocate a separate time for correcting spellings or grammatical errors. Use beginnings of writing lessons to focus on editing and improving writing based on marking against the success criteria.

## **RECOMMENDATIONS**

- It can be useful for the children to have a list of the lesson's success criteria in their books so they can check/tick for themselves if they have met the success criteria. Coloured pencils or highlighters help them to identify the successes.
- Peer marking is effective and should be encouraged eg teach the children to use a self/peer check list.
- Children can write the letter 'T' in the margin to indicate where they think they have met a personal target that is in the front of their writing book. In this way, children show that they have remembered and understood their personal target.
- Use \* to indicate where the child needs to re-write a sentence/phrase/paragraph.
- Verbal feedback given immediately is very effective. This should be noted when marking the work (see point 3 of Essentials above).
- Share the reasons for the way you are marking with the children to give them ownership of the process.
- There should be consistency across year groups in marking and feedback – plan in time to share books across year group to support one another's practice, particularly in writing.

This policy should be used in conjunction with the school's PLANNING POLICY and its annual ASSESSMENT CYCLE.

**Feedback and marking will be included in the monitoring timetable of the Senior Leadership and Strategic Senior Leadership Teams.**

## **PROMPTS WHEN PLANNING**

- Include Learning Intentions and differentiated success criteria.  
*The SC is the most important part of planning and drives the learning. Use the SC as the starting point when planning and make it clear to the children from the outset what success will look like.*
- Differentiate at least 3 ways or provide a challenge for fast finishers/more able.
- Indicate provision for children with specific needs where appropriate.
- Indicate where teacher and TA support is or where children are working independently.
- Annotate planning to show where follow-up actions are required. This can be good evidence that intervention has taken place.