

	Policy Name:	Marking and Feedback Policy	Statutory: No
	Policy Date:	September 2020	
	Review Frequency	3 years	

Marking and Feedback Policy

Introduction

The policy is designed to reflect the marking and feedback practice at Grendon Underwood Combined and should be read in conjunction with the Teaching, Learning, Assessment and Homework Policy. The guidance given is to be followed by teachers and teaching assistants to ensure that children have appropriate feedback from which to learn and progress.

Principles of good marking and feedback

Children should have feedback of some sort on each piece of work they complete. This might be verbal or written to individuals or to groups of children who have similar requirements.

Feedback should be clearly and appropriately communicated to children so that they understand what to do next. For example, writing feedback to a child who can't read it would be inappropriate. Feedback should celebrate children's achievements and should indicate how work could be improved or next steps.

Marking should not be unduly onerous for teachers and work / life balance should be appropriate. The use of group or whole class / year group feedback can help here, although individual children's books clearly should be read / acknowledged by teachers, without simply ticking every correct answer. This can be done without the work being marked in detail. Homework should be acknowledged and celebrated where appropriate but not detail marked and is submitted using Google Classroom.

Detail marking should be done for assessed pieces of work, at least once every half term and more as required, for example, a finished piece of work. Standard and consistent marking abbreviations should be used by staff marking, with lines drawn underneath some mistakes. In the margin, these include sp for spelling, C for capital letters, P for punctuation, – this begins to develop children's own skills in editing their work or in highlighting areas for improvement. Spelling corrections that are identified will be copied three times by the child. Work will be stamped or initialled to indicate whether verbal feedback has been given, and whether work has been Teacher or TA assisted.

In maths where an incorrect answer is given, there will be a dot made beside it, for acknowledgement. There should be evidence of some corrections made, eg "Try these..."

Children should be given frequent and regular opportunities to respond to feedback and should be explicitly taught to do so. Best practice means that this should happen at the following lesson. Peer

marking and self-marking should be taught and can be scaffolded for children through the use of printed success criteria sheets.

Where children are using technology for work, it should be adjusted so that, for example, spelling prompts are not automatically given to children.

Purple pens should be used by children to develop and improve their own work, teachers should mark in pink to celebrate and green for growing, ie next steps.

Signed:
