Feedback & marking policy

Aim of the policy:
- The purpose of this policy is to make it explicit how teachers mark children's work and provide feedback to ensure effective learning.

Why do we need a marking policy?
It is important to provide constructive feedback to children, focusing on success and improvement needs against learning goals and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principles that guide the school's approach to marking and giving feedback?
Marking and feedback should:
- Be manageable for teachers and accessible to children.
- Provide clear feedback to children, relating to the learning objective and success criteria.
- Involve all adults working in the classroom.
- Give recognition and praise for achievement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs.
- Inform future planning and group target setting.
- Use consistent codes across the school.
- Show the children that their work is valued and purposeful.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

How do we mark children's work in our Primary school?

Maths
- The triangle system is used to provide feedback to children. This should be displayed near to the iCAN statement.
- Coded letters are used to show how the child worked during the lesson.
- Correct and well understood learning should be marked with a tick.
- Where work is incorrect due to insufficient methods or a misconception this should be modelled and addressed with the child/ren as soon as possible based on the teacher's digression.
- Where inefficient methods or parts of a process are incorrect the error in the process can be highlighted in blue so that children can go back and correct their mistakes.
- More likely, verbal feedback is given within the lesson. This needs to be acknowledged in their books with the D symbol.
- Time on a Friday should be set aside to cover misconceptions or mistakes that were highlighted during the week's teaching and marking.

Literacy

- Extended or independent writing is marked using a 'bridge the gap' highlighting code **at least** once a week for all children.
- All other work should be marked with a positive furthering comment given.
- For children in KS1, a pink highlighter should be used to show great writing or work that has met the iCAN statement. Other colours can be introduced in Year 2 if needed.
- For children in KS2: Pink is used to show good writing, or work that has met the iCAN statement. Orange is used for highlighting 2 or 3 spelling errors. Green is used for grammatical mistakes. Year 5 and 6 may use yellow to indicate that something needs to be added to their work.
- Time for children to read, edit and improve on their feedback must be put into the weekly timetable. *(suggestions were first thing in the morning before day opener)*
- Coded letters are used to show how the child worked during the lesson.

IPC

- Books should show evidence of marking and feedback. This can be in the form of ticks, stamps, stickers and furthering comments.
- The triangle system can be used to provide feedback to children. This should be displayed near to the iCAN statement.
- Coded letters are used to show how the child worked during the lesson.
- Rubrics are used in books for children to self assess their own learning. They can highlight where they think they are achieving and date it.
- Next steps are for children to comment on their own learning.
- Teachers can reflect on their rubric assessment. A comment can be added as to whether you agree/disagree and how they could have moved to the next level.

Self and peer assessment
Children are encouraged at iCAN to review and assess their own learning. In IPC this is done through the use of rubrics. Teachers can use their own methods in Maths and Literacy to promote self and peer assessment.

Monitoring
The school will ensure that these guidelines are being used consistently through moderation of books and observation of verbal feedback during practical group work activities.