



Feedback and Marking Policy

Policy written – November 2018

To be reviewed – November 2021






Feedback and Marking Policy

The aim of this policy is to make sure that every child can improve their work and progress in their learning through effective marking and feedback.

Verbal feedback:

- Pupils will be given regular feedback that supports them in making progress in their learning.
- Positive elements of pupils' work are celebrated and pupils are informed of what they have done well.

Written feedback:

When a pupil is supported one-to-one by an adult.	
When a pupil is working in a guided group with an adult and discussion has taken place and suggestions have been made.	
When pupils work in a pair.	
When a pupil works with complete independence.	
If verbal feedback has been given.	

- Developmental marking will take place at least at least once a week. Pupils will be informed of:
 - The achievements they have made towards meeting the learning objective or towards personal targets
 - Basic errors for correction (respond to marking, RTM)
 - A development point, informing them of what they need to do to improve their work further. This might be something they still need to do to meet the learning objectives or personal target in full, or, if the learning objective has been met, this will be the next step in learning to challenge the pupil further. This will take the form of 2 stars and a wish
- Pupils are given 'fix it time' to respond to teacher marking in an appropriate time frame
- Pupils use a green "polishing" pen when responding to teacher marking so that their edits can be clearly seen
- Teachers are mindful in the number of development / RTM points they give to ensure that receiving feedback is not a negative experience for pupils and so that feedback is a useful means in supporting pupils' learning
- In any piece of writing three spellings will be selected for correction, these will be words the children are expected to know. For more able pupils they will use dictionaries to check the spellings of trickier words. The children will write the correct spelling three times.
- Children will use green pen for self-assessment. In maths they will indicate the success criteria they have achieved on the objective sheet. In English the children will use the LO and success criteria for self-assessment. Garden Class will indicate this using a traffic light system: Meadow class will write the success criteria they have achieved.