



Heath Hayes Academy

Marking & Feedback Policy February 2018

REVIEW DATE:	February 2019
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Signed by Chair of Governors	Date
	February 2018

Heath Hayes Academy
Marking and Feedback Policy
Date of policy: February 2018



Aims

- Show we value the children's work and motivate them to produce high quality work
- Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations.
- Gauge the children's understanding and identify any misconceptions.
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high quality feedback.
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them.
- Embed opportunities for the child to learn how to assess their own and each other's work critically in order to create independence in learning and responsibility their own improvements.
- Reinforce their own learning and learn the art of constructive criticism.
- Create an ongoing conversation between child and adult, which will aid progression.
- Create challenging but achievable targets for improvement.
- Provide a basis for lesson planning.
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked.

The Process

- Written/typed feedback
 - Differentiated in line with cognitive domain challenges
 - Suitable and achievable for each child
 - Providing a note of praise or a next step or both
 - Child to date once RAR (read and respond) task is completed, then adults to assess and date.
 - Guidance can be given to support the child towards completing their RAR
 - Time should be set aside for RAR to be completed
 - RAR can be task specific/specific to child's own learning needs
- Verbal feedback
 - Provided by discussion with the child during/after tasks have been completed
 - Use of verbal prompts to support and aid progression
 - Ensure understanding of task and progression points is understood through cross checking
 - V indicated in a circle by teacher/TA to show where verbal feedback is given

- Support indications
 - G - guided group task
 - I - independent task
 - V - verbal feedback
 - S - supported task
 - TA - task completed with TA support
 - T - task completed with 1:1 Teacher support
 - Intv - Intervention completed within the lesson based on misconceptions

- Marking & Feedback non-negotiables
 - Whole school
 - All marking to be on curriculum marking stickers
 - All marking to be completed within 36 hours following completion of task
 - A range and variety of handwritten, verbal and typed feedback to be provided
 - Legible and clear praise and RAR
 - Supportive praise given
 - Achievable RAR
 - MSW's identified and addressed

EYFS - 1 RAR per week

KS1 - 2:1 Let's celebrate:RAR

KS2 - 1:1 Let's celebrate:RAR