Ridgeway Infant School
Learn to love, love to Learn

MARKING AND FEEDBACK POLICY

Date agreed: 28TH NOVEMBER 2017

Minute Ref: FGB 17/037

Signature of Chair of FGB:

Review Due: AUTUMN 2019

Responsibility of the Full Governing Body

Marking and Feedback Policy

Status
This policy is considered as good practice and should be followed by all staff in Ridgeway Infant School

Purpose
Marking and feedback has 3 purposes:
To help pupils:
1: Understand what they have done well
2: Understand how to improve
3: Make visible signs of improvement as a result of feedback.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points. To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of prompts, such as challenge, reminder, process and example prompts as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Teaching Assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

Consistency
The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Written Feedback
Where written feedback is given, this should be concise and written in an age appropriate manner so that the child is able to understand what they have done well and how to improve. The school handwriting style must be modelled by all adults marking work.

A colour code is used to provide a visual cue.
Green should be used to write what pupils have done well.
Pink should be used to write what needs to be done to improve.

Verbal Feedback
Where verbal feedback is given for pupils' recorded work, the initials VF should be recorded. It is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement. For example, *'VF punctuation'*.

Responding to Marking and Feedback
In order for pupils, and others, to show visible signs of improvement in their learning, pupils are expected to respond regularly to marking and feedback. This could be done in many ways, and strategies across year groups may differ, but these responses should ideally be recorded in some form.

Where pupils record this response themselves, the colour **purple** should be used by pupils to amend, improve, correct or change their written work in response to the marking or feedback given.

Self and Peer Feedback
Pupils will be taught how to effectively give feedback to themselves and others at age appropriate levels. This will be modelled by Class Teachers throughout the curriculum in order to develop evaluative skills of the pupils. Strategies for this may include the use of a visualiser, pupils giving feedback to an unknown pupil, pupils giving feedback to the Teacher and so on.

Evaluation
Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

Guidelines for Marking
(To be followed by all staff)

Although written feedback is tailored to the abilities and ages of each child and the subject being marked, it is essential that a common framework is used. Therefore:

- All work will be dated – written either by the children, or by a Teacher/TA. From Y1 onwards, in literacy work, this should be written in words. In all other subjects the date may be written in numerical form.
- All work will be titled – written either by the children, or by a Teacher/TA
- All work will be marked as correct by ✓ or as incorrect by a dot •
- All work will identify who supported the learning by either:

CT = Class Teacher
TA = Teaching Assistant
I = Independent
HLTA = Higher level Teaching Assistant
TT = Trainee Teacher
S = Supply Teacher

All written feedback should be short and concise. The colour indicates success or area to be developed so there is no need for any narrative comments.

Green should be used to write what pupils have done well.
Pink should be used to write what needs to be done to improve.
Purple should be used by the pupil to respond to marking and feedback in written work.

Work discussed with a class teacher or teaching assistant should be marked as **VF** in pink. A key word should be written to explain which aspect of the learning was discussed so that signs of improvement in this area can be identified.

Who/what was consulted?
SENCo
Senior Leadership Team
Teaching staff

Roles and Responsibilities of Head Teacher, other staff and governors
The head teacher will ensure that:
All elements of this policy are adhered to.

Other staff will ensure that:
All elements of this policy are adhered to.

The governing body will ensure that:

All elements of this policy are adhered to.

Arrangements for monitoring and evaluation
The governing body will receive information from the Head Teacher on:
The use and purpose of this policy and how it affects teaching and learning on a daily basis.

REVIEWED Nov 2017

Ridgeway Infant School
Marking Code

Date: Short date or long date from Y1 onwards in Literacy
Title: Simple or target titles

Indicate who is marking/supporting

CT: Class Teacher
TA: Teaching Assistant
HLTA: Higher Level Teaching Assistant (+initials)
TT: Trainee Teacher
S: Supply Teacher

Written Feedback

Green: positive comments linked to S/C or targets
Pink: something to think about or next step
Purple: staff or chn to use to perfect their work

Verbal Feedback

VF along with a key word to note area discussed must be used where verbal feedback has been given by class teacher or teaching assistant so that improvements in this area can be monitored.