



Stoke Prior First School

Marking and Learner's Feedback Policy

In this school, we ensure that learners receive regular feedback on their work, enabling them to understand and enjoy their progress. It will be positive, acknowledging achievement and identify the next step needed to improve. By applying strategies, developed with the learners we intend that each can develop responsibility for their own learning.

Objectives of Marking

1. To inform the teacher's understanding of the learner's level of development and identify the next step needed for progress.
2. To give positive feedback on achievement and progress then identifying their next step in learning.
3. To celebrate successes to promote confidence, enthusiasm for learning and encourage them to value and take a pride in their work.
4. To set challenging targets for improvement alongside the learner
5. To train learners in ways to self-evaluate their work and take responsibility for their progress and future targets.
6. To provide evidence for assessment, recording and reporting.

Principles of marking across the curriculum

- Learners are clear of the task's focus and their expected response to clear success criteria in order to first self-evaluate their work.
- Feedback and marking will celebrate and reward success and provide learners with a clear direction as to what they need to do next to improve.
- Oral feedback should be given whenever possible during or soon after the learning process – with individuals, pairs, groups or whole class - by class teacher or teaching assistant.
- It is expected that there will be instances where the focus of marking will be celebratory.
- Teacher's written comments will be succinct, encouraging and giving clear, easily understood feedback of their success and ways to improve.

- Where possible the learner will share in the process of deciding next targets.
- Not all errors may necessarily be corrected as corrections will relate to focus of lesson or child's individual targets.
- Marking is matched to learner's age and ability.
- There will be a consistency of approach across the school.
- Learners will be expected to correct chosen spelling mistakes.
- Over time there will be a mixture of work annotated briefly and work where the next step is clear.
- Where they are capable, learners will be given responsibility for summarising feedback and recording it themselves.

Strategies developed by teachers and learners together

- Verbal feedback will be provided for all children throughout the school, particularly in the Foundation stage. This involves targeted comments on how to improve work. Verbal feedback stamp or VF used to show where it has taken place.
- Work will be marked by teachers in a green pen, unless for some reason this is inappropriate.
- Comments will always be positive; identifying aspects of the children's work that has been completed well and areas for improvement as appropriate.
- The terminology of 'green for great' and 'pink for think' will be used by all year groups.
- Checklists including visual prompts relating to success criteria will be provided for learners to assess themselves first for longer written tasks.
- When marking tasks, positive aspects of children's work can be underlined or highlighted in green highlighter (linked to success criteria/WALT). Areas for improvement or development can be underlined or highlighted in a pink highlighter. Professional judgement will be used as to how much will be highlighted. One tick against success criteria/WALT indicates the child is developing this aspect, two ticks indicates they are secure.
- Suggestions for improvement are often phrased as a target. We provide a next step - only one (two at the most) mini target aimed at being developmental. Wording will be precise/specific in order to focus learners on the improvements to be made eg. Next step instruction to begin with the imperative.
- Next steps will be demarcated as NS in the books and any responses or identified improvements to be made will be completed in a purple pen so that the child's

response is clear to see. Pupils will initial teacher's marking where appropriate to ensure that it is read.

- The use of coloured pens, NS and use of purple pens may be used in other subject areas as appropriate.
- In the case of written work, it may be appropriate for teachers to choose to mark VCOP. This will be specifically highlighted in the following colours:

Vocabulary-blue, Connectives-green, Openers-red, Punctuation-yellow

- Smiley faces/small stickers are used to celebrate annotated success in reference to specific learning objectives.
- Not all mistakes in a piece of work will be corrected, but rather target specific skills for further development. Where appropriate these will be directly related to the success criteria set for the task. This will help to focus the marking on the intended learning objectives and expected learning outcomes.
- Specific marking of key spellings and handwriting will involve highlighting certain incorrect letter formation or spellings. The correct formation or spellings will be provided with up to x3 next to it. The pupil will then copy it out the desired number of times to reinforce knowledge and understanding.
- Ticks can be used to reinforce correct responses and dots may be used to highlight areas for pupils to improve whilst verbal feedback is being provided.

The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective.

PERSON(S) RESPONSIBLE:	L Satchwell
DATE POLICY AGREED:	June 2021
TO BE REVIEWED BY:	June 2024
DISTRIBUTION:	Staff / Governors / Website (delete as required)