



CHALKWELL HALL JUNIOR SCHOOL

Marking and Feedback Policy

Reviewed and Approved by:	Governing Body
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Date Reviewed:	October 2023
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Next Review Date:	October 2026
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**Tenacitas
Trust**

CHALKWELL HALL JUNIOR SCHOOL MARKING AND FEEDBACK POLICY

This policy should be read in conjunction with the assessment policy.

RATIONALE

At Chalkwell Hall Junior School we are committed to providing relevant and timely feedback to children, both orally and in writing.

Feedback is information given to the learner about their performance relative to learning goals. It should aim to produce improvement in pupils' learning by redirecting or refocusing the pupil's actions to achieve a goal, by aligning effort and activity with an outcome. Feedback can be about the learning activity itself, about the process of activity, about the pupil's management of their learning.

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking
- it is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- marking is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement

AIMS

- To improve standards by ensuring all children know how to improve their work and create a dialogue to aid progression
- To inform assessment and future planning
- To increase children's self esteem through praise and valuing their achievements
- To provide consistency and continuity in marking across the school so that all children have a clear understanding of teacher expectations

PRACTICE

- Comments will recognise, encourage and reward the child's effort and achievement, and celebrate success
- Feedback will be directly linked to the learning objective/success criteria
- Comments will be personalised to meet the needs of the individual child
- Specific time will be allocated to allow the child to reflect on their learning, respond to the comments and complete additional questions and corrections
- Questions should be open and encourage children to think for themselves

WRITTEN FEEDBACK

- To allow space for marking and corrections pupils will write on alternate lines. New paragraphs will be identified by using an indent or leaving an additional line
- Marking will relate to the learning objective although this will **not** be highlighted

- Marking will relate to the success criteria and this may be highlighted if it has been clearly achieved
- Marking will give a clear indication of the next steps in the child's learning. Comments may be very succinct and relate to the codes and/or highlighted areas
- Teachers will be explicit about the required standard of presentation and this will be modelled clearly by the teacher at all times. Teachers' handwriting needs to be legible as a model for the child. On occasions marking will include reference to the presentation standards
- Not every mistake will be corrected (especially in independent writing), as this may be counter-productive to a child's motivation
- In writing a maximum of 5 spellings will be identified for correction and the pupil will be required to write each correction out 5 times. The incorrect spellings will be appropriate for the child's level.
- Pink highlighter pen will be used to indicate misconceptions and areas for improvement. The child will need to refer back to these points
- Green highlighting will identify examples of where pupils have met success criteria and/or exceeded expectations
- At least one piece of literacy work and one piece of maths work will be developmentally marked each week
- Marking may include a request to do corrections
- Marking may include an extension question if they have succeeded with all of the work against the original LO
- Marking may include an example modelled by the teacher where further guidance is needed
- Marking may include open questions

VERBAL FEEDBACK

- Oral feedback is the most effective type of feedback and will be an integral part of classroom daily practice
- Visualisers should be used regularly for mini plenaries to model and share good examples. What makes this piece of writing a success? What could we do to improve it? etc

CODES AND SYMBOLS

Day to day marking may also use marking codes. These will be written in purple pen so it should be clearly distinguishable from the child's writing.

S	Support given
V	Verbal feedback given
//	New paragraph
O	Highlight punctuation error - child to find and fill
^	Missing words – child to find and fill
✓	Tick correct answers
X	Incorrect answers
Sp	Underline pertinent spelling errors

These codes will be displayed in all classes.

Spellings can be highlighted for correction on a daily basis if need be. Teachers do not have to wait for an extended piece of writing to correct spellings, punctuation etc.

PEER / SELF ASSESSMENT

Teachers will plan regular opportunities for pupils to self and peer assess work. Within most lessons

children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching should reflect the need to be explicit about success criteria so that feedback can be specific and meaningful. It should also acknowledge the need for clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

Children can mark their own work against a set of answers provided by the teacher and then identify where they have succeeded and where they need to improve as a result. In maths the children should use a pen to mark to distinguish from the work which will be in pencil.

MONITORING

A review of samples of work is carried out on a termly basis to monitor the implementation of this policy. Area of Learning Teams and/or SLT may request books for monitoring purposes.