



CLANDON C of E SCHOOL

A caring community where all can THRIVE

Marking and Feedback Policy 2019-22

Reviewed	Spring 2019	Next Review	Spring 2022
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Introduction

Marking and feedback is an essential part of the planning, teaching, learning and assessment cycle. It should respond to children's work through constructive comments that acknowledge pupils' achievements and inform them of the next steps in their learning. At Clandon School, marking and feedback will usually relate to the learning objective or steps to success which are being focused on during the lesson. Feedback may also link to ongoing class or individual targets.

This marking policy will apply across all areas of the curriculum.

Aims

The aim of this policy is to ensure that everyone understands the purpose and value of marking children's work, and that marking is consistent across the school.

- To show that we value children's work.
- To help children understand their achievements.
- To provide information about strategies used, and the level of independence in completing the activity.
- To correct errors and misconceptions.
- To provide constructive feedback (written or verbal).
- To identify next steps and areas for development.

Feedback to pupils about their own progress is achieved through discussion and the marking of work. Effective marking is often done while a task is being carried out, through discussion between child and teacher. This is especially important with younger classes as children may find written feedback tricky to understand.

All children need guidance and feedback to improve the quality of their work and to be able to take the next step in their learning. It is also important that children know that their work is being looked at.

- The key focus for expectations in this area is on the impact of feedback rather than how it is relayed to the child (verbal/written).
- Evidence of feedback will be indicated by children responding to marking in orange pen.

In Key Stage 2 work will sometimes be peer/self-marked in addition to being marked by the teacher.

English

From day to day, feedback will enable children to respond to spelling and secretarial mistakes. There may also be time when they can improve the quality of their writing.

After their sustained piece of writing each week, children should respond by improving the quality of their writing. This feedback needs to be tailored to the child as different children

will need to apply different skills. Children should be given time at the start of Monday's lesson to ensure improvements are made.

Feedback on written work should be completed sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to a child's age and ability and the task.

Maths

Children need to know if answers are correct or not and make corrections in orange pen.

If children are working correctly most of the time, this would suggest the child is ready for extending. There should be evidence of moving children on to more challenging problems.

In addition to children correcting mistakes, they may also be asked to complete an extension/challenge or explain their understanding (Reasoning).

Marking Code

When support has been given, this should be indicated e.g. S = Supported, GW = Group Work and PW = Paired Work

Stickers, stamps and smiley faces may also be used on work. Headteacher's awards will be given to recognise outstanding pieces of work.

Presentation and Spelling

At Clandon School we believe that children should take pride in their work and always present it to the best of their ability. Staff may, on occasion, make reference to the presentation of work in their marking. During Celebration Assembly children will be given certificates for good presentation.

Where key spelling errors have been identified, the correct spelling will be written either in the margin or at the bottom of the piece of work for the child to practice (see spelling policy).