



Lythe CEVC School

Our vision is to provide the highest quality of education for all in a nurturing, creative, Christian environment, where children are empowered to combine academic excellence with a passion for learning about the world.

Marking and Feedback Policy

“Give instruction to a wise person, and they will be still wiser...”

Proverbs 9:9

Document Status			
Date of Next Review	July 2019	Responsibility	<i>Head Teacher</i>
Date of Policy Creation	March 2014	Responsibility	<i>Full Governing Body</i>
Date of Policy Adoption by Governing Body July 2018		Signed Headteacher Lisa Armstrong Chair of Governors Jo Stonehouse / Sarah Arnold Date July 2018	
Adapted School written model			
Method of Communication (e.g. Website, Noticeboard, etc.) Website Newsletter			

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 incisive and timely 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 **challenge**, **reminder**, **process** and **example** prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

All staff are responsible for giving good quality feedback which relates to the Milestone objectives and always fulfils the purposes above. All members of staff have a question keyring giving prompts for differentiated questions to support children in making improvements.

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

Written Feedback

Written feedback in EYFS relates to expectations in the current EYFS Framework. In KS1 and KS2 it relates to the Chris Quigley Milestones and is based on statements and progression of learning from the "Basic / Advancing / Deep Assessment Grids" document available in the Resources section of the Depth of Learning tracker website. Books must be marked to the agreed standard at least every other day by a teacher or TA; other methods can be used in between but all work should always be acknowledged in some form.

Written comments must model our presentation policy.

EYFS: The majority of feedback is verbal and written feedback is kept to a minimum.

KS1: Mixture of written and verbal feedback. Things the children have done well related to the Milestone statements are highlighted in green pen; things that children need to correct or improve are highlighted in pink pen. Children begin to use peer and self-assessment with support of staff.

KS2: Mixture of written and verbal feedback. Things the children have done well related to the Milestone statements are highlighted in green pen. Children increase their use of peer and self-assessment; this is always checked by staff.

Children in KS1 and KS2 respond to written and verbal feedback using orange pens. Progress should be evident following feedback.

Incorrect spellings are always highlighted:

Identification of spelling is highlighted in pink and differentiated in three ways: 1) incorrect spelling underlined 2) sp written in the margin of the line containing the incorrect spelling(s) 3) sp written at the end of a paragraph or piece containing incorrect spelling.

Children should correct own spellings before handing work in. Spellings should be marked using the highest possible method outlined above.

Children write the correct spellings at the end of the piece of writing, with support to use spelling resources if required. The correct word may be written for the child to practice. This is done for every piece, as soon after the piece was completed as possible. Teachers use their judgement about how many spellings to highlight, depending on the child's needs.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches differ depending on year group. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by the head teacher and subject leaders to ensure the three purposes of marking are of a consistently high quality throughout the school and that feedback results in rapid progress. Lesson observation will also be used to monitor verbal feedback during the course of lessons.