



Achieving together in God's light

Marking and Feedback Policy

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Last reviewed: September 2017

Next review due: September 2020

Marking and Feedback Policy

In order to provide consistency and continuity through the school, we have co-ordinated our approach to marking and feedback.

The purpose of marking is to give feedback to the child on his/her performance or targets, the learning objectives of the lesson, to give encouragement and to draw out or follow up relevant teaching points. Wherever possible, marking will be on the spot with each child but it is recognised that sometimes marking needs to be completed away from the child. In this instance time should be given for the child to reflect on this marking.

Marking will be discussed regularly with the children so that the feedback is meaningful to them. Comments should reflect the child's positive contribution and also give a clear development target. A **pink star** with a comment will indicate what the pupil has done well and a **blue wish** (in the shape of a bubble cloud) with a comment will give the child a clear point for development to improve their work. This is most effective when done with the child present. At regular intervals children will be given time to reflect on their learning and respond to the wish on their work. **Purple pen** is used to indicate children's thinking and responses to their learning. When verbal feedback is given this will be indicated by writing **vf** on the child's work.

On occasion teachers may ask children to mark a peer's work. This marking will be closely linked to a clear learning objective or target and must be introduced very sensitively. This system will only be used when classes have had wide experience of the positive feedback and point for development system and when the teacher feels they are ready.

Self- assessment and Assessment For Learning (AFL) strategies

At Limpsfield we believe that ownership of one's own learning and the use of self-assessment strategies are powerful tools for improvement.

Children use a green (I can do it), orange (I am still learning) or red (I can't do it yet traffic light to indicate understanding.

Teachers provide feedback and regroup the children according to the traffic light and other information gained from the lesson.

This system will be extended to the thumbs up, thumbs across and a wave for help system which will be used in plenaries. Thumbs up means "I understand", thumbs across means "I think I understand but need a little clarification" and a wave for help means the child need more help and support.

In Key Stage 1 red, orange and green cups are used by the children throughout the lesson to indicate their level of understanding. This means that teachers and learning support assistants can deal with problems early on before the child becomes bored or upset. The children are encouraged to help each other if an orange or red cup is used. Children are encouraged to persevere and keep trying when they have an orange or red cup rather than stop and wait for help.

Other AFL strategies may be used such as recording, videoing, using the visualiser and photographing work to put on the whiteboard for feedback and children talking to the class about their learning and steps they would like to take to further increase their learning.

Before any of these strategies are introduced work must be carried out as a class on what makes a good learner and the reinforcement that good learners sometimes make mistakes and are risk takers.

At the end of a session of individual or group work children will be encouraged to put an **I** for independent if they have worked alone, an **A** for aided if they have worked with an adult, a **G** if they have worked in a group and a **P** if they have worked with a partner. This helps the teacher further understand the children's learning when they come to mark the work.

Older children may write a comment on their work telling their teacher what they understood, what they found challenging and/or their target for next time using a purple pen. Younger children can tell an adult how they felt about their work and the teacher will scribe their comments, again using a purple pen.

Rewards and incentives

Teachers operate a reward system in their own class to recognise effort or behaviour. Stickers must be given with caution in order that children recognise a pride in their own effort and achievement rather than believing that they are working to please or receive praise from an adult. Class or team ticks or stickers can provide a variety of incentives and rewards for good behaviour or manners throughout the school. These can be given by any adult working or supervising the children. This encourages a joined up approach whereby we are working as a team and good behaviour and manners are recognised by all. To reward exceptional effort in work or behaviour, a child may be given a Head Teacher's Award sticker whereby their effort is praised and the self-pride is rewarded. Every class has a display which celebrates children's individual achievements.