

Policy for Feedback and Marking Last Reviewed Spring 2021
Next Review Spring 2024

Principles

1. We give feedback and mark work to improve children's learning. We do not mark for parents or Ofsted.
2. Feedback given to children face to face and immediately is of more value than written feedback after the event.
3. Feedback and marking is part of the learning process: it does not take place at the end of the process.
4. Feedback and marking is an integral part of learning, and therefore time must be created within lessons to provide quality feedback and marking.
5. Feedback and marking are of no value unless the children do something with the information they have received.
6. Children need to be taught how to self-assess and peer assess to improve their work.
7. A consistent approach that children understand must be applied across the whole school.

Practice

1. The use of two colours when children are starting to write: "tickled pink" for positives and "green for growth" for areas for development. The teacher will use a highlighter. Children can use green to show where they have improved their work.
2. In mathematics it is expected that each child will be provided with feedback during every lesson (e.g. mini-plenary, peer feedback, group feedback).
3. In all other subjects it is expected that at least one third of the class receive feedback during the lesson (this can easily be all children if, part way through the lesson, the children given peer feedback and the children act on it).
4. Children throughout the school to use green to show where they have responded to feedback or marking.
5. If a child is providing feedback to a peer, this is to be either verbal feedback, or feedback using a purple pen.

Monitoring and Review

This policy is monitored and reviewed by the governing body.

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