



Feedback and Marking Policy

This policy is intended to ensure clarity and consistency across the school in terms of feedback practice.

Feedback should enhance learning through:

- Drawing children's attention to what they need to improve
- Signpost ways in which they can improve including how they can be challenged
- Feedback on what they have done well and time to self-evaluate
- Develop the children's confidence in their own ability

Agreed procedure:

- Learning objectives and/or learning titles are shared with the children and are central to the feedback process and enable examples of success to be celebrated.
- A variety of approaches are taken to feedback success including children sharing one another's work (peer feedback), self-assessment, one to one or group discussion with an adult. Where possible, we encourage 'live' marking where feedback and next steps are given to the children during the lesson.
- Regular time is given for children to respond to feedback and further their learning.
- Occasionally, checklists of things to look for provided, when they are peer 'marking' or self-assessing. Feedback should, wherever possible, be formative and direct the children to develop their learning. This should be linked to the learning objectives and/or learning title that were shared at start of learning.
- Each unit of writing will incorporate a planned feedback session where children can improve their final piece and respond to the feedback.
- Any written adult feedback should be in green pen.
- Children will respond to feedback by editing and improving their learning using a purple pen.

This policy will be reviewed annually.