



**Richard de Clare
Community Academy**

Marking and Feedback Policy

Reviewed:	Autumn 2020
Next review date:	Autumn 2021

Rationale

At Richard de Clare, our focus is children's learning. We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children. Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is to enable children to make progress in their learning.

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

Aims

At Richard de Clare, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- The qualities of the children's own work, in relation to the learning objective and success criteria
- Specific ways in which errors can be identified and the child's work could be improved and, crucially, being given the opportunity to do so
- Improvements that the child has made compared to his/her earlier work

In order for children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development, it is essential that:

- Feedback and marking forms an informative and accessible dialogue
- Clear provision is made for opportunities to reflect and act upon improvement and 'next step' comments, thereby moving learning forwards
- Improvement is valued and clearly evidenced
- The children are made aware of learning objectives and of the criteria that their work will be assessed against, in age-appropriate vocabulary
- The learning needs of individual children are understood and work is matched and marked appropriately
- Feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner.

Implementation

Wherever possible, feedback and marking should take place **with** the child and shared as immediately as possible. As a school, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for all children (regardless of age or ability) as it is immediate, focused, personal and often more articulate and meaningful to a child than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or learning support assistant and, where appropriate, between peers. It may take place during focused group work, as part of whole class work or in a learning conversation/surgery or review with an individual child, and can be either spontaneous or planned for. The teacher or LSA may provide a model to support the learning in the child's book.

Written Feedback/Marking

Class teachers will provide feedback on learning as follows:

- All work, including homework, will be ticked (in pink) against the learning objective. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children.
- All pieces of written learning will be marked by a teacher. Marking will identify at least one positive **in pink pen** (what went well) and one point for improvement **in green pen** (even better if). A coloured highlighter may also be used to further indicate positive points (**pink**) or next steps (**green**).
- Marking will:
 - Relate to the learning objective and/or success criteria.
 - Be concise and clear, using fewer words for a greater impact.
 - Be positive and celebrate achievement and effort.
 - Sometimes take place with the child, especially in EYFS and KS1.
 - Enable the child and anyone looking at his/her book to identify the impact of the feedback/marking on the next piece of written learning.

If marking has taken place after the lesson, time will need to be allowed for children to read the comments and ensure that they apply the points for improvement in their next piece of written learning, especially in KS2.

Children will be given the opportunity to self-assess and peer assess written learning as appropriate to their age and ability.

The correction of spellings when marking children's books

Children will be taught to apply their knowledge of phonics in all of their written work. They will also be taught common exception words for their year group and there will be an expectation that children will use the following, in order to use the correct spelling when writing independently:

- Their knowledge of phonics;
- Their knowledge of spelling rules;
- Their knowledge of common exception words;
- Their skill in using word mats or word books to find the word that they need;
- Their skill in using a published dictionary to find the words that they need.

However, it is acknowledged that spelling mistakes will be made in independent writing. The most effective way to correct spelling mistakes in children's writing, is to mark the book while the child is writing. In this way, by the teacher writing the correct spelling, s/he sets the expectation that the child will write the word correctly the next time that it is used.

At Richard de Clare, the policy for the correction of spellings in children's books in all areas of the curriculum from September 2020 is as follows:

EYFS and KS1 – all spellings will be corrected. The teacher will write the correct spelling above the child's writing, using the school handwriting style.

KS2 – a differentiated approach will be taken:

- LA - underline green a maximum 3 different words and write the correct spelling in the margin in green, the child will copy the correct spelling 3 times.
- MA - underline green a maximum 3 different words children, child will use a dictionary and correct the spelling, writing it in the margin 3 times.
- HA - In margin write Sp (in green) next to a paragraph to highlight to the child that they need to check the paragraph for spelling.

Due to gaps in children's spelling skills, knowledge and understanding, it is not possible to implement the new EYFS/KS1 approach to the correction of spellings throughout the whole school from September 2020. However, there is the expectation that this approach will move through the school as the cohort of children in Year 2 in September 2020 move through the school.

Monitoring:

This application of this policy will be monitored by phase leaders and the senior leadership team.

Review:

This policy will be reviewed annually by staff and governors.