



PART OF THE THINKING SCHOOLS ACADEMY TRUST



“Transforming Life Chances”

MARKING AND FEEDBACK POLICY

Date	Jan 2022
Review Date	January 2024
Ratified	
Next review	

Aims of the Policy

To provide incisive feedback to pupils, to ensure that pupils know what they can do to improve their knowledge, understanding and skills.

To ensure there is consistent good practice in using formative assessment to improve pupils' learning.

To promote a pupil's ability in assessing their own progress enabling them to have a clearer understanding of what they are doing well and what they need to do to make further progress.

To make sure pupils' responses to marking and feedback promotes sustained improvement.

Principles of the Marking and Feedback at All Faiths

Teachers can choose the most appropriate method of pupil feedback and assessment for learning from the following list. The method of feedback chosen will be dependent on the task, ability of the children and the expected outcome of the feedback:

- **'Instant Feedback'** can take place whilst the children are completing written tasks in a lesson. Teachers and TAs identify strengths in work and may highlight particular elements in green. Misconceptions are identified orally and signposted in pink pen in books; enabling the children to review their misconceptions (in purple pen where applicable). Work must be indicated with OF (oral feedback) but there is no need to record the content of the feedback. TAs must follow the above expectations when live marking.
- **Group feedback** can take place if a teacher identifies common misconceptions in written work. The teacher will model common misconceptions with the group and edit an example, inviting children to contribute their understanding. The teacher may also use effective models and ask the children to reflect on 'what they are missing in their own work' or 'where they went wrong in their own work'. The children may edit their work accordingly to their feedback in purple pen.
- **Self-assessment** can be used to enable the children to assess their learning against a learning objective. The teacher may choose to ask them to assess against a list of success criteria or against given answers in Maths (purple pen) and edit their work accordingly.
- **Peer Assessment** can be used to enable children to work collaboratively to identify strengths and misconceptions in their written work (purple pen).
- **Distance Marking** can be used to give written feedback to individual children. Teachers will then identify strengths, (either by highlighting or in green pen), and next steps written in pink (think pink). The teacher may choose to give the child a question to answer or may ask them to review the task completed in purple pen. The impact of 'next steps' or 'misconceptions identified' may also be addressed in future work in the book the child does not need to write a written response in purple.
We expect that writing receive distance marking one to two times per term for their extended writing pieces. Please use 'two stars' to summarise strengths (green) and a wish (pink)- format (as per English policy). Please note: We only expect distance marking to be done for writing.

Written Feedback

Where teaching, learning and assessment are outstanding, pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral to improve. Teachers must model correct grammar, sentence structure and handwriting so that pupils know the expected standard to aspire to.

All adult support should identify developmental spelling and grammar mistakes. The correct spelling could either be written in the margin for the pupil to practice, or left for the pupil to correct, in purple.

- A. Teacher's regularly provide high quality, incisive feedback which impacts positively on pupil outcomes.
- B. Pupils act on feedback and make progress over time.
- C. Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.