Marking and Feedback Policy

FOREST VIEW SCHOOL

Policy name	Marking and Feedback Policy
Version date	September 2025
Owner	BL
Approval date	September 2025
Approver	Local Governing Board
Review frequency	Tri-Annually
Review date	September 2028

The Purpose of the policy

The purpose of this policy is to make explicit how we mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that we provide constructive feedback to children, both written and orally, focusing on success and improvement needs against TBATs and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Be manageable and accessible to the children.
- Relate to the TBAT and success criteria.
- Involve everyone working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face whenever possible.
- Inform future planning.
- Ultimately be seen by children as a positive approach to improving their learning.
- Make a difference to a child's learning.
- Allow teachers to reshape tasks or provide extra support/challenge to ensure pupil progress is maintained.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

Staff at Forest View recognise that instant, in the moment feedback is the most beneficial to the child and makes the biggest difference in terms of their progress through a task. The majority of written feedback is 'light' touch as it is recognised that many children (particularly younger children) can't read, understand or action it. Written feedback often, therefore, has very little impact on pupil progress.

Staff use Growth Mindset approaches to constantly review all children's work in the classroom, reshaping tasks, providing feedback, supporting and challenging where appropriate.

The methodology of marking children's work

The following are acceptable examples of methods of marking and feedback.

Oral Feedback (There will be more of this in the Foundation Stage and Key Stage 1) **-** It is important for all children to have oral feedback. This dialogue should focus upon successes, areas for development and to set targets for future learning.

Summative Feedback / marking **-** This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative feedback / marking **-** Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Acknowledgement should always relate to the learning intention.

Quality Marking

Often when children are completing extended pieces of work, staff will quality mark it. Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child. When quality-marking teachers should:

1. Read the entire piece of work (ideally with the child).
2. Star examples of where the child has met the learning intention and indicate with a wish a clearly focused comment linked to this, which will help the child improve their future learning. When done with the child this can be talked through with them.
3. Children should be spelling appropriate for their age and words that they should be spelling correctly should be picked up through marking and feedback.
4. Children should be encouraged to write clearly and legibly. Marking and feedback should address issues of poor handwriting.
5. When possible and appropriate, children should be given a comment, which will extend their thinking, explain why they need to do it and possible give an example. These should be talked through with the child so that they have a clear understanding of their next steps to learning or how to further improve their work.

Children's response to the comments

Self and Peer-Marking and evaluation

Where written feedback is provided, children should be given time to read, consider it and respond to it. Children should be encouraged to ask for clarification, if they do not understand a comment, and should be clear about what they need to improve, as a result of the feedback they have received. All children should be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point.

Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

When children are marking a piece of work themselves or are editing their work then they do this in red pen so that it can be clearly identified.

Homework

Children should be rewarded for each piece of homework that they complete. Children whose homework is exceptional, those that complete extra or those that complete all tasks for the term, should be put forward for Head Teacher's awards