

Introduction

At Beecroft Academy we recognise the importance of giving children regular and comprehensive feedback on their learning. All teachers mark work and give feedback as an essential part of the assessment process.

Aims

We give feedback and mark children's work in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- offer them specific information on the extent to which they have met the lesson objective, the success criteria and/or the individual targets set for them and indicate 'next steps' for progression.
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify and tackle any misconceptions;
- assess the level at which the child is working
- provide the ongoing assessment that should inform our future lesson-planning.

Principles of marking and feedback

- All marking and feedback should be a positive.
- The marking should reflect the pupil's success in meeting the lesson objective
- Marking and feedback should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on the learning objective for that lesson. Other comments regarding grammar, spelling and presentation will be additional to the main comments.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria where appropriate.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Feedback may also be given by a teaching assistant, or through peer review.
- Feedback can be provided through plenaries and in group feedback sessions.
- Feedback should help to address a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments. Future planning should be annotated to address these issues.

The children's work will be marked as soon as possible after each lesson taught and all handwriting must be legible. Teachers will use a green pen to mark children's work.

The Marking System

Maths and English

See separate English and Maths Marking Policy.

Assessment Symbols

Every piece of work will be assessed using the following assessment symbols.

The child achieved beyond the assessment criteria	☺ +
The child achieved in line with the assessment criteria	☺

The child required support	H
The child was unable to grasp any of the elements detailed in the assessment criteria (development area)	?
The child is absent	A
Verbal Feedback	VF

Reflection Time

Teachers will provide children with half an hour of Reflection Time per week. This is a focussed half an hour in which children will look back at their completed work, read the written comments made by the teacher and have the opportunity to respond to the comments. Teacher will be there to support the children in doing this.

Foundation Stage

Verbal feedback will be given to pupils during interactive activities. Observations will be taken and added to learning journeys when the objective is achieved.

Work in books

Have a go writing – handwriting – WOW writing

The assessment symbols will support the marking in these workbooks, annotations of what children have written will be completed in blue or black pen and marking will be completed in green.

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed: Kate Woodman

Date: 17.03.14