



Feedback & Marking Policy

Review Date: Sept 25

Next Review Date: Sept 26

In all books we must:

- Make sure work is marked during the lesson or before the next session begins.

Code	Meaning
pm	Peer marking
v	Verbal feedback given
i	Independent work
S	Supported work
G	Guided group
*	Correction to be made
NOW	Change to be made on current piece of work
PROVE IT and Time to Shine!	A challenge given to push the children's thinking further which will involve a question and response.

- Ensure time is planned in to give children time to respond to marking when required, with notable impact.
- Pick up key vocabulary and age-appropriate spellings and give children time to self-correct them.
- Link feedback and marking to the learning objective and success criteria as well as age-related expectations.

In all books we may:

- Use i, s and g to show independent and supported or guided work.
- Highlight the success criteria to show that it has been met.
- Give opportunity for peer or self-assessment linked to the success criteria.
- Mark answers with the children during the lesson.

In English we must do one or more of the following:

- Use a whole class differentiated feedback sheet so that children learn how to edit their work independently with a focus on grammar, spelling and sentence structure.
- Use NOW to give the children a cue to self-edit a completed piece of writing based on the success criteria or age-related expectations.
- Use Next Step to indicate what the child needs to do in their next piece of writing to make progress based on age-related expectations.

In Maths we must do one or more of the following:

- Use a 'v' to indicate verbal feedback given during the lesson which has an impact on children's learning and progress.
- Use NOW or '*' to indicate where a pupil needs to make a correction.
- Mark answers with the children during the lesson.
- Correct as many questions as needed to ascertain whether the pupil is ready to move on in their learning journey.

In Foundation Subjects we must do one or more of the following:

- Use PROVE IT or Time to Shine to push the children's thinking further with a question and response.
- Ask different types of questions e.g. always, sometimes, never/true or false/if this is the answer what is the question/odd one out.
- Pick up age-related grammar and spelling mistakes and give the pupils the opportunity to self-correct.
- The staff will also speak to the children to make them aware of areas of improvement.