



Marking and Feedback Policy

At Hedgewood we have a consistent approach to marking and feedback and therefore have a school marking policy and a marking code. All pupils are entitled to regular, constructive and appropriate feedback on their learning, and to celebrate their achievement. Therefore all teaching staff will give positive feedback and mark or annotate work and planning as an essential part of the assessment process. Please read this policy in conjunction with the schools Assessment and Recording Policy.

Aims

We give feedback and mark/annotate pupils' work and planning in order to:

- show pupils that we value their work and encourage them to do the same
- celebrate achievement
- boost self-esteem and aspirations through use of praise and encouragement
- give pupils appropriate information, according to their level of understanding and development, on the extent to which they have achieved the learning objective and how to further improve their work
- check whether pupils have achieved the learning objective, identify misconceptions and use this information to inform future planning and next steps in learning
- share expectations of their learning
- to inform the individual tracking of progress

Principles

- Feedback and marking should be positive and meaningful to pupils, teaching staff and parents.
- During lessons oral or pictorial feedback allows pupils to engage and communicate about their learning via their preferred communication method. **This is often the most appropriate form of feedback for our pupils.**
- Lots of praise and encouragement that is meaningful to each individual, will be given to pupils during activities and when learning tasks have been completed. A **Star of the Week** certificate will be given for exceptional effort or producing a good piece of work. The

weekly celebration assemblies allows us to celebrate pupils' efforts and achievements. All pupils are able to achieve 'Star' status.

- Marking is best done as soon after the lesson as possible. Annotated individual pieces of work and individual planning will demonstrate assessment of pupil progress against the learning objective.
- Individual pieces of work will be selected by teaching staff and will contribute to each child's individual Learning Journey portfolio, celebrating the pupil's progress and breadth of learning.
- Pupils will be encouraged to think about their learning in all lessons, using a variety of strategies, including AfL strategies – smiley face fans/traffic lights/thumbs up. (see marking code)
- Work will be marked/annotated in relation to the learning objective and when appropriate the pupil's own Individual Learning Plan target.
- Witness statements/post-its of observed activities may be written to qualify pupil achievements in practical tasks/speaking and listening and social and communication activities.
- Pupils' work/planning can be marked/annotated by the teacher or the TA. Hedgewood's keyworker system means that the pupils TA is often best placed to annotate work. Communication between TA's and the class teacher is imperative to ensure effective assessment leading to at least good pupil progress and appropriate next steps for learning.
- All staff, parents and pupils will be made aware of the marking code and its purpose. Wherever possible pupils will be taught what the different symbols mean and will be given time to look at marking of their work.

Pupil work and/or planning will be marked with the following symbol system which is linked to achievement levels in our school assessment system of BSquared.

- / Encounter/Engaging**
- ^ Gaining Skills and Understanding**
- △ Mastered**

Moderation

Blocks of assessment will support:

- Termly BSquared
- EYFS Development Matters profile
- End of Key Stage One reporting
- End of Key Stage Two reporting

This is to ensure that ongoing teacher assessment and marking in school is moderated by planned summative assessments.