

## **Healey Primary School** **Feedback and Marking Policy**

At Healey Primary School we agree that feedback and marking should be aimed at raising standards and achievement. It should be consistent and responses to children's work will:-

- Motivate
- Provide feedback for improvement or extension
- Guide the child to achieving the next level
- Show an appreciation of effort
- Reward

### **Teacher Feedback and Marking**

We recognise that teachers are professionals and within their class develop a system for feedback and marking which is shared, understood and appropriate to the age of the child. The following principles are adhered to by all staff:-

- Comments will be positive and constructive.
- Marking should indicate achievement of the learning objective – this may be as simple as a smiley face or a tick.
- Comments should primarily refer to the learning in the lesson, however comments on and marking of basic skills is expected across all subject areas.
- Verbal feedback and spoken responses are seen as valuable – when these are used it will be indicated on a child's work.
- Comments should signpost to the child's target sheet and indicate where targets have been met.
- When marking maths incorrect work will be highlighted. On occasions corrections will be completed but any misconceptions will always be addressed on a one to one, group or whole class basis.

### **Peer Assessment**

Peer assessment is seen as an important part of the learning process and should be regularly included in all age groups.

- Feedback from peers will be verbal, or written on a label or post it note and stuck next to the work.

### **Self-Assessment**

A child's own assessment of their work is integral to their understanding of their progress and how well they understood the learning within a lesson or task. Children of all ages should be encouraged to:-

- Show how well they feel they have understood a learning objective, e.g. thumbs up, smiley face, traffic lights
- Assess their work against shared success criteria