

Buckfastleigh Primary School

Marking and Feedback Policy

Why is marking and feedback important?

Our primary purpose for marking children's work is to provide individualised feedback and to give clear next steps/targets to the children to ensure that they are fully aware of what they need to do to make progress and to improve the current piece of work or their work in general. At its most effective it is a continuous and formative learning conversation between child and adult or child and child (peer marking from Y2 upwards) which will be evidenced by children's written and verbal responses to marking and feedback given. There will also be evidence in books, particularly in KS2 of children reflecting on their own work and developing abilities to self-assess and comment on aspects of their own learning. This forms a valuable part of the formative assessment process in UKS2 where children are asked to reflect on their learning after each session directly impacting on teacher's planning for learning the next day.

Marking in practice

We have a consistent approach to marking and feedback across the school so that children are familiar with what is expected of them as they move from class to class. This expectation is shared at the beginning of the school year and referred to on a daily basis. Time to respond to marking is planned in to teaching sessions and children are expected to make corrections accordingly.

See attached sheet for details of the non-negotiable list for KS1 and FS and KS2.

This is reviewed and monitored regularly through book trawls and through team meetings.

Policy reviewed November 2015