

LONG MEADOW SCHOOL

MARKING AND FEEDBACK POLICY



Date of last review:	September 2023
Date of next review:	September 2026
Type of policy:	Non-Statutory
Frequency of review:	Every 3 years
Governor committee:	Curriculum Committee

Long Meadow School Marking and Feedback Policy

Intent:

At Long Meadow School, marking and feedback are an essential part of the teaching and learning process. It is our intention that adults provide pupils with the opportunities to reflect upon, deepen and consolidate their learning in order to accelerate their progress and enable them to achieve to the best of their ability.

Implementation:

Feedback is provided through both informal and formal methods.

Informal feedback:

Informal feedback occurs at the point of learning, between adult and child through questioning and dialogue and between child and child through partner talk and self-assessment. Both methods allow children to engage purposefully in their learning and move forward or deepen their understanding.

Formal feedback:

Formal feedback occurs both at the point of learning, through hot marking and peer assessment and also after learning has taken place through distance marking.

Hot marking is done using a pink pen in the lesson to swiftly address misconceptions and identify next steps. Peer assessment is completed as a tool to engage children in their learning and to enable them to identify their own next steps, making them more independent learners.

Distance marking takes place after the learning has been completed using a green pen. The teacher will use a green pen to mark the learning and code it with one of the following:

IA	Independent activity
VF	Verbal feedback
GM	Good mistake
GT	Guided Teaching

The code given depends upon the success of the learning and indicates one of the following:

IA	The child has successfully completed their learning and will complete the independent activity which is linked to the learning
VF	The child requires a discussion about their learning to address a misconception or identify a next step
GM	A group of children have the same misconception and this needs to be addressed and

	modelled by the teacher
GT	A group of children have a deeper misconception and need guided teaching time with an adult

At the beginning of the next lesson, all children will participate in a Next Day Plenary, where misconceptions from the previous lesson are addressed. The teacher will model the Good Mistake, showing the children who have this code how to correct their error. Following this, the children who have the GM code will fix their mistake; the children with the IA code will complete the Independent Activity which is linked to their learning and the children who have the VF code will be spoken to by an adult where they will discuss the identified misconception or next step. Depending on the context of the lesson, the children who have the GT code will either work with an adult during that lesson or will be taken out at a different time to work with an adult.

Impact:

Effective marking and feedback will allow children to understand what they have done well and how they can make further improvements. It will also enable children to become independent learners who are able to recognise their own next steps and make good progress from their individual starting points.