



Curiosity Compassion Courage

Marking and Feedback Policy

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian Values and compassionate support. Through shared values we create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Reviewed Staff: 27.9.16

Reviewed Governors: October 16

Reviewed Pupils and Curriculum November 2018

Reviewed staff/Pupils and Curriculum June 2021

Reviewed Staff/Pupils and Curriculum May 2023

RATIONALE

To ensure that all children have their work marked and assessed in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for reflective learning and next steps.

Through this policy we are aiming for consistency in marking and feedback across the Key Stages and EYFS.

There is no proved research that shows that long 'deep' or 'focused' marking has a positive impact on pupil outcomes. Often, for younger children, marking can be confusing or hard for them to read. Research shows that pupils who receive instant feedback go on to improve their work and make better progress. This marking or feedback should be **meaningful**, **manageable** and **motivating**.

The quantity of marking should not be confused with the quality of marking. The quality of the feedback, however, given, will be seen in how a pupil is able to tackle subsequent work.

Marking and Feedback should:

Be meaningful: marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Be manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Be motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

PURPOSE

The purpose of marking and feedback is:

- to indicate to children what happens next and what improvements can be made to ensure progression.



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- a means of giving encouragement towards producing work at an acceptable, yet challenging level.
- to check for standards, individually, and within the class
- to determine whether a child can work within set time limits or targets
- to measure the school's progress against national standards

PRINCIPLES

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Teachers should provide individual/group verbal feedback to children during all lessons.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Marking is done to support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning
- When marking work, Teachers should look for an individual's strengths before identifying improvements to be made or next steps.
- Marking should be linked to learning objectives/success criteria/targets.
- Marking procedures and marking standards should be consistently applied and developed across the school in order to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- Feedback (both oral and written) for children with SEND including dyslexia and dyspraxia, should develop self-esteem.
- Information for parents should be given by the school and feedback on progress is provided to parents via consultation sessions or as required.

GUIDELINES - see Appendix 1 - Marking and Feedback Code

The following procedures for correcting and improving children's work should be implemented by all staff.

Marking and Feedback:

- can be oral and/or written according to the ability of the child. Teachers should indicate where verbal feedback has been given (see code).
- should be conducted according to the curriculum with attention to English and Maths **that has been taught.**



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- should take full account of pupils' specific learning difficulties.
- Should, where appropriate, suggest a brief improvement, following the format of a scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and linked to the learning intention/success criteria.
- Should give recognition and appropriate praise for achievement or give clear strategies for improvement.
- Children should be given time to respond to feedback. Where possible this should be included in the fabric of a lesson.
- The marking scheme should be clear and communicated to all through placement in children's Learning Journals/Books. (See Appendix 1, Marking Scheme).

Self-Evaluation and Peer Assessment

Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements. (E.g. Class3 uses black pen for this)

Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem.

MONITORING AND EVALUATION

The Teaching Team/subject leader will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be: -

- An improvement in children's attainment against Curriculum objectives in Core Subjects.
- Consistency in teacher's marking across the two key stages and between year groups, identified through book looks and subject leader scrutinies.
- Evidence in books to show that children are responding.
- In EYFS this will include discussion with staff and children to examine the provision made for children to progress in their learning.



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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage or civil partnership.

We believe that this policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the teaching team, the Headteacher and the nominated governor committee.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

▪ Assessment	▪ Teaching and Learning
• Equality Policy	▪ English/Maths/Science Policies
• EYFS Policy	▪ Equality Statement

Headteacher:		Date:	
Chair of Governing Body:		Date:	