

*“We seek to develop the whole child within a Christian Ethos, preparing them for a happy, healthy and fulfilled life ahead.”*

## Marking and Feedback Policy

Date	Review Date	Author	Nominated Governor Committee
<b>23 Feb 2016</b>	<b>Spring 2017</b>	<b>Sue Kay</b>	<b>Curriculum Committee</b>

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education Act 2002

We believe we provide all staff with a framework for the highest quality marking and feedback in order to inspire all children to learn and achieve to the best of their ability. Through high quality marking and feedback, we will support pupils in developing the knowledge, understanding and skills that will enable them to fulfil their intellectual and personal potential and thereby help to prepare them to make a mature and critical contribution to society as an adult.

We believe that the following key statements define high quality marking and feedback:

- High quality marking and feedback demonstrates high expectations for all pupils.
- That all children have their work marked and assessed in such a way that leads to improvement in learning, develop self-confidence, raise self-esteem and provide opportunities for reflective learning and next steps.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.



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We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

## **Aims**

We believe quality marking and feedback is essential for the following purposes:

- To indicate to children what happens next and what improvements can be made to ensure progress against objectives.
- A means of giving encouragement towards producing work at an acceptable, yet challenging level.
- To check for standards, individually and within the class;
- To measure the child’s progress against Age Related Expectations.
- To recognise and celebrate achievement, attainment and effort.
- To foster creativity, enthusiasm, enjoyment, motivation, independence and co-operation.
- To work with other schools, the local authority and other external improvement partners in order to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- appointed a committee to monitor, review and evaluate the School’s marking Policy and report back to the Governing Body.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- the responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**



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The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work closely with the curriculum committee
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- ensure teaching staff have their statutory planning, preparation and assessment time;
- ensure all teaching and support staff are line managed;
- Ensure marking and feedback is consistent throughout the school.
- arrange professional development meetings throughout the year;
- monitor Marking and feedback across the school by:
  - scrutiny of pupil books
  - scrutiny of marking and feedback
  - professional development meetings
  - consulting parents
  - ensuring pupils targets/next steps are challenging enough for all pupils
  - analysing pupil targets to see if they have been met
  - analysing and comparison of pupil performance data with school and national data
- provide resources to support this policy;
- monitor the performance of pupils by analysing data and by discussion with class teachers;
- monitor the progress and development of this policy;
- assess the impact of this policy
- make effective use of relevant research and information to improve this policy;
- **annually report to the Governing Body on the success and development of this policy**

### **Role of the Governor Committee**

The Curriculum Committee will:

- work closely with the Headteacher;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

### **Role of Subject Leaders**

Subject Leaders will:



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- comply with all aspects of this policy
- monitor and evaluate the quality of marking and feedback for their subject;
- report the main findings of monitoring to the head teacher including concerns
- include marking and feedback as a regular part of the subject action plan

## **Role of Class Teachers**

All teachers will:

- provide written or verbal feedback according to the age or ability of child on all work.
- Ensure that the marking and feedback given is regular and frequent.
- Ensure that marking and feedback is age appropriate and uses the appropriate School Marking Code (see appendix1)
- Ensure that written and verbal feedback identifies strengths in the work, followed by areas for improvement. E.g. ‘2 stars and a wish’ format.
- Ensure that marking should be linked explicitly to learning objectives/success criteria or targets and reference previous marking where appropriate.
- Ensure that time is given for children to respond to feedback from previous lessons.
- Ensure that English and Maths skills are appropriately marked throughout the curriculum.
- Ensure that children are given ‘training’ in self-assessment/peer review and some age appropriate ‘golden rules’ are set.
- Children in Key stage One are introduced to self-assessment and peer assessment when they are ready.
- Ensure that marking and feedback is applied consistently in line with this policy.
- Ensure that teacher responses are helping pupils’ progress by identifying at least one key area for improvement.\*
- Identify barriers to learning through marking and use these to inform and adjust future planning\*
- Feedback for parents is provided via parents’ evenings and written reports.
- The marking policy appropriate for the age group is communicated with parents.
- inform parents each term on how they can support their child;
- inform parents during termly parent-teacher consultations of their child’s literacy and numeracy targets;
- provide detailed annual report pupil reports;
- organise English and Maths parent workshops;

\*outlined in Focus Education – ‘Making Book Scrutiny more Meaningful’ by Clive Davies (see Appendix 2)

## **Role of Pupils**

Pupils will be encouraged to mark and feedback by:



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- use of the relevant Partney School Marking Code (see appendix 1)
- polishing (self-assessment); responding to the teacher feedback (correcting mistakes and misconceptions); peer assessing (evaluating someone else’s work).
- commenting on their learning and improvement made through feedback.

### **Role of the School Council**

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy;
- organising surveys to gauge the thoughts of all pupils;
- reviewing the effectiveness of this policy with the Governing Body

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to support their children;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- ensure pupils hand in homework on time;
- support the school Code of Conduct and the School Marking Code and guidance necessary to ensure smooth running of the school;

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops



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- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Body

### Training

Training will be given if and when it is deemed necessary by the Head Teacher or other External improvement partner.

### Equality Impact Assessment

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

This policy has been equality impact assessed and we believe that it 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

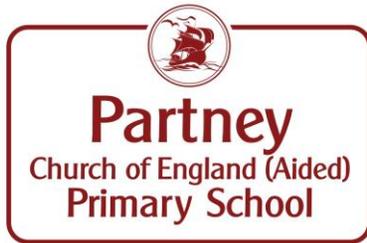
The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the Curriculum Committee.

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. (See Policy Evaluation)

### Linked Policies

▪ Assessment	▪ Teaching and Learning
▪	▪ Homework
▪	

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	



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## Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
<b>Marking and Feedback</b>				✓

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓	✓	✓		

Question	Equality Groups															Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	<b>Does or could this policy have a negative impact on any of the following?</b>		✓			✓			✓			✓			✓			✓			✓			✓		Yes
<b>Does or could this policy help promote equality for any of the following?</b>		✓			✓			✓			✓			✓			✓			✓			✓		Yes	No
<b>Does data collected from the equality groups have a positive impact on this policy?</b>		✓			✓			✓			✓			✓			✓			✓			✓		Yes	No



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<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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<b>Preliminary EIA completed by</b>	<b>Date</b>	<b>Preliminary EIA approved by</b>	<b>Date</b>

<b>Policy Evaluation</b>
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Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Nominated committee in place				
• Headteacher and nominated committee work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				



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Church of England (Aided)  
Primary School

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• Linked policies in place and up to date				
• Associated policies in place and up to date				
<b>A statement outlining the overall effectiveness of this policy</b>				

**Policy Approval Form**

<b>Policy Title:</b>						<b>Date when written:</b>			
<b>Policy written by:</b>					<b>New Policy</b> (✓ or x)	<input type="checkbox"/>	<b>Revised Policy</b> (✓ or x)	<input type="checkbox"/>	
<b>Stakeholders consulted in policy production:</b> (✓ or x)	<b>Governors</b>	<b>Senior Leadership Team</b>	<b>Teaching Personnel</b>	<b>Support Personnel</b>	<b>Administrative Personnel</b>	<b>Parents</b>	<b>Pupils</b>	<b>Local Community</b>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Date when approved by Governors:</b>			<b>Date when presented to stakeholders:</b>			<b>Date when implemented:</b>			
<b>Published on:</b> (✓ or x)	<b>School Website</b>			<b>School Prospectus</b>			<b>Staff Handbook</b>		
	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		