

Marking and Feedback Policy

Signed:

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We believe feedback and marking should provide constructive feedback to every child. This focusses on success and improvement enabling children to become reflective learners and helping them to close the gap between current and potential attainment.

Principles:

Marking and feedback should:

- Relate to the subject's crucial knowledge.
- Give strategies and support for improvement.
- Give recognition and appropriate praise for achievement and effort.
- Inform future planning.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking with the child where possible.
- To enable the child to improve their learning.
- Be accessible to the child.
- Be manageable for teachers.

Strategies:

Wherever possible, children should self-mark or the work should be marked as a class or in groups. However, the teacher must review the marking to ensure it is accurate and to allow for appropriate planning for the next lesson.

When providing oral feedback, teachers' comments should focus on recapping, embedding or applying the crucial knowledge.

Marking:

- Marking and feedback should focus first and foremost on the crucial knowledge.
- In Early Years, and beyond if required, crucial knowledge such as letter formation and reversals must be addressed.
- In Early Years and KS1, teacher's handwriting must not be joined and should follow the Jolly Phonics style.
- In KS2 teacher's handwriting may be joined.
- All marking comments must be clear.
- Where children are writing the date, the day and month must be corrected where needed.
- The marking emphasis must be on developing the child's learning.
- In English and Maths teachers will mark in detail two or three times per week setting a Crucial Knowledge Task (CKT) to be completed by the child the following lesson.
- CKT will either recap, consolidate or extend pupils understanding as required.
- These CKT will be marked by the class teacher and revisited with the pupil if required.
- Marking in Foundation subjects should follow the same principles as the Core subjects with two CKTs being set per unit.
- Marking should also celebrate achievement and effort.
- Errors in the fundamentals of language and number must be addressed in all subjects. In particular; reversals of letters or numbers, fingers spaces, capital letters, full stops and number bonds.
- Teachers should use their discretion to prioritise the spellings selected for correction and practise.
- Independent writing must not be scaffolded by the teacher's marking if it is to be used for assessment purposes.
- Not all pieces of work will be marked in detail.
- If teachers require support, they are encouraged to ask a member of the SLT.

Organisation:

- Where possible, marking should take place during the lesson. Teachers/support staff will model and explain answers to the groups/whole class and pupils will mark their work using a different coloured pen/pencil to the one they have worked in.
- Teachers must plan appropriately so that adequate time is allocated to allow pupils to respond to the marking comments and CKTs.
- Wherever class discussion takes place, feedback should be given orally. It might also be necessary to make notes to inform future planning.
- In order for the marking to be formative the children will need time to act on the feedback.
- Marking completed outside the lesson should be accessible to children and manageable for teachers.