

Marking and Feedback Policy

Aims

- To ensure the pupils understand what they have done well.
- To ensure the pupils understand how to improve their learning.
- To ensure clear and visible progress is evident.

We will be providing the children with:

- Frequent, detailed and accurate written or oral feedback.
- Positive comments highlighting what they have done well and developmental comments to show what they need to do to improve further.
- Regular opportunities to respond to feedback and make improvements.

Marking and feedback should:

- Relate to the learning objective, children's targets and/or success criteria.
- Give recognition and praise for achievement.
- Respond to individual learning needs, taking opportunities to mark face to face where appropriate.
- Inform future planning.
- Be consistent across Key Stages.
- Be seen by pupils as a positive approach to improve their learning.

Foundation Stage

To be most effective, children's work will be marked and assessed within the same lesson. The children will receive continuous feedback throughout the lesson – identifying why they have been successful and what they need to improve.

Key Stage 1 and 2

Summative feedback/marking

This happens following a closed task where the answer is either right or wrong eg: mental maths test or spelling test. Sometimes it may be appropriate for pupils, as a class or in groups, to mark the task.

Formative feedback/marking

Not all pieces of work can be quality marked, but all marking must focus on success and improvement rather than solely on the correction of secretarial aspects of the work. Feedback must always be focused on the Learning Objectives of the lesson. Surface errors should be corrected at the teacher's discretion either with the child or when marking. Eg: if there are consistent errors in high frequency words.

Quality Marking

In literacy and numeracy the emphasis should be on both, successes against the learning intentions and/or the improvement needs of the pupil. (When appropriate, CCS Statements).

Pupils' response to marking comments

- Pupils should be given time at the start of a lesson to read and respond to the written feedback the teacher has provided
- Pupils need opportunities to make improvements, which should be planned for as part of the weekly planning
- Pupils should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do.

Monitoring

The Senior Leadership Team and Key Co-ordinators will monitor the application of the policy on a continuous cycle of monitoring.

Reviewed by staff April 2016

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