



## **Marking & Feedback Policy**

### **Rationale**

By providing pupils with high quality marking and feedback upon their learning, we are able to promote good progress. Effective marking helps to maintain and improve the standard of our teaching and learning. Research indicates that it is the most cost-effective method of helping pupils make rapid gains in their learning.

### **Objectives**

1. To provide regular and relevant written or oral feedback to children
2. To further children's progress by identifying targets to support future learning
3. To ensure that children know what they need to do to improve
4. To be used as a form of assessment, identifying areas of success and informing future planning
5. To enhance self-esteem and improve self-motivation
6. To celebrate achievement

### **Practice:**

- Pupils' written work will be marked soon after completion so that children understand the context for the feedback provided.
- Feedback should be related to the learning objective of the specific task, rather than focusing upon secretarial skills or generic commentary.
- For young children verbal feedback may be the most appropriate form for the given task and written comments may be for the benefit of teachers or parents. Where verbal feedback has been provided, this will be indicated on the work.
- Effort and success in learning will be recognized, and praise should be used often.
- Children should understand what it is that they are expected to achieve and know when they have achieved the required standard.
- Secretarial skills (e.g. spelling, punctuation) may be marked with the intention of developing core skills through all subject areas, but comments should be specific to the purpose of the task.
- Teacher's comments should combine positives and indications of how the child can make improvements.
- Teachers should give time for children to respond to the feedback. This may take the form of a further challenge to attempt, or to respond to the comment as part of an informed dialogue.
- For children with Special Educational Needs feedback should support their individual learning needs and be in line with their current support plan.
- Although every piece of work will be marked, we expect that detailed and thorough feedback will only be provided periodically. This is to ensure that pupils have time to observe and respond appropriately to feedback. Other work will only be marked briefly.

- Feedback will be used to generate targets for learning in order to ensure rapid progress is made. In Key Stage 2, these will normally be recorded in planners and shared with parents.

Monitoring and Evaluation:

The headteacher and SLT will monitor the impact of this policy through book scrutiny and lesson monitoring each term. Subject leaders will review the impact of marking and feedback within their area of expertise at least once each year. Governors will monitor the implementation of the policy through reports from school leaders and visits.

Reviewed November 2020