



ALSTON MOOR FEDERATION

Marking and Feedback Policy

Aim

To provide constructive feedback to pupils, enabling them to become reflective learners.

Objectives

1. For pupil's work to be marked timely with incisive feedback about what needs to be done to improve knowledge, understanding and skills
2. For all pupils to engage in the feedback process using the suggestions made by peers and/or teachers in the marking of their work
3. For pupils to close the gap between what they can do currently and what we would like them to be able to do

Marking and feedback should:

- Be manageable for the teaching team and accessible to pupils
- Relate to the learning intention
- Involve the full teaching team working with the pupils
- Be undertaken by the practitioner working with a specific pupil or group
- Give recognition and praise for achievement and clear strategies for improvements so that the pupils are aware of their next steps
- Allow specific time for pupils to read, reflect and respond to marking where appropriate
- Respond to individual learning needs taking opportunities to mark face to face where appropriate
- Inform future planning
- Use consistent codes within Key Stages for in depth marking (see primary codes at end of policy)
- Ultimately be seen by pupils as a positive approach to improving learning

Governors

- Use Committee Meetings to ask challenging questions of the Headteacher about the quality of performance in this most important area of schools.
- Contribute to evaluations taking place during monitoring weeks where appropriate.
- Be ready to explain the Governors' perception of the quality of teaching, learning and assessment to Ofsted and the LA as well as the evidence used to form this judgement.

Headteacher

Take overall responsibility for the implementation of this policy by:

- Making the expectations clear to pupils, staff and parents.
- Supporting the work of the Deputy Headteachers and Assistant Headteachers.
- Coordinating the input of Governors and school leaders during monitoring weeks and making people aware of the findings.
- Identifying and removing any barriers to achieving the right outcomes.

Deputy Headteacher/Assistant Headteachers

- Monitor the regularity and consistency of marking across the Federation.
- Contribute to evaluations taking place during monitoring weeks.
- Conduct pupil interviews about their progress and next steps.
- Scrutinise workbooks for evidence of the impact of feedback and marking.

Teaching Staff

- Use verbal feedback – it is important for pupils to have verbal feedback from a member of the teaching team. This dialogue should focus upon success, areas for development and to set next step targets for future learning.
- Marking will be in pink pen (primary phases) and green pen (secondary phase) to ensure consistency.
- Choose when it is best to use formative feedback/quality marking because it will not always be possible to mark every piece of work in detail. However, each pupil should get detailed feedback at least once per fortnight of independent work. Pieces of work not marked in detail should be acknowledged.
- When you mark in a detailed way, provide follow-up tasks/activities for each pupil to complete as soon as they get their books back. These tasks should be completed in a pink box that you have drawn in their book. This means that pupils will have to connect with what you have written.

It also enables you to correct misconceptions, develop deeper learning and to provide additional challenge for those who need it.

- Make sure your marking reflects whether the learning intention has been met and addresses other corrections to be made such as spellings, punctuation, grammar, presentation etc in written pieces of work across the curriculum. Spellings mistakes should be corrected. A maximum of three spelling errors addressed and a minimum of three times to correct them.
- Use the agreed marking codes.
- Written and verbal comments should be made to help the pupil improve and take the next step in their learning.
- Record pupils' targets and keep them so that these are available for reflection of pupil progress and achievements.
- Encourage pupils to self-evaluate and older pupils should be encouraged to identify their own successes and progress and look for an improvement point. This could either be done in books or verbally. Younger children may use the traffic light system or smiley faces as an alternative method.
- Give pupils the opportunity, where appropriate, to evaluate work of their peers and provide suggestions for improvement, against the learning intention. This could either be done in books or verbally.
- Use a variety of feedback strategies; verbal praise, stickers and stamps, written feedback, annotation of photographs etc.
- Provide regular feedback to parents about their child's progress

Pupils

- Know your next steps and what you need to do to get better at something. Be determined to make at least 'good' progress. Focus your efforts on achieving this level of success.
- Take on board your teachers' written and verbal feedback, acting on advice to speed up your progress. Complete all pink boxes in purple pen and follow-up tasks. For older children, plan your work so it matches the objectives for each lesson.
- Review your own work when asked and contribute sensibly and positively when asked to assess other pupils' efforts. You can learn a lot from each other.
- Ask for advice and help when needed and follow it when given.
- Take an interest in your grades and levels (older children), learning and progress. Read your reports (where appropriate) and come along to parents' meetings (if appropriate) so you are involved in the partnership between school and your families. For older children, be ready to discuss your targets and to agree the strategies required to achieve them.
- Complete homework tasks carefully and in detail. Take your time with homework.

- Ask for help and support, if you need it.

Parents

- Ask your children what they are working on and what they need to do to get better.
- Come to parents' meetings and ask what you can do to help your child achieve their targets. Ask questions, raise issues and contribute to deciding appropriate targets as well as the strategies to meet them.
- Read your child's reports and ask for clarification if you do not fully understand them. You are an important part of the process and we want you to be involved.
- Support your child with their homework. Allow time and space for them to complete it carefully and thoroughly, without distractions. Help them to be independent learners but offer support when needed.

Primary School Marking codes

VF	verbal feedback
SP	spelling error
S	supported work
I	independent work
P	punctuation
0	something omitted

Traffic light system

Monitoring Arrangements

This policy will be reviewed annually by the Governing Board.

Version Control	
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Reviewed by:	Academic, Pastoral and Curriculum sub committee
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