![KenningtonParkAcademyLogo[1]]()

**Marking & Feedback Policy**

Reviewed: January 2021

**Kennington Park Academy -Mission Statement**

Our primary aims are :

• To offer a secure and carefully structured environment, where disaffected and/or permanently excluded pupils develop as confident and independent learners able toachieve their best outcomes.

• To facilitate and support the successful reintegration of pupils into schools.

• To promote the values of citizenship, courage, friendship, equality, determination, inspiration, mutual respect and tolerance

**1.0 Aims of the policy**

* To promote **high quality marking** and pupil feedback throughout the Academy.
* To ensure **consistency in marking and feedback** across the Academy.
* To impact positively on pupil progress as a result of marking and feedback

1. **Rationale**
* Learners need information and guidance in order to plan the next steps in their learning.
* Staff should pinpoint the learners’ strengths and advise on how these can be developed.
* Staff should be clear and constructive about weaknesses and how they should be addressed**.**
* Feedback provides opportunities for learners to improve upon their work.
* By marking, staff demonstrate to the children that their efforts are valued - this gives additional purpose to their work. If work is left unmarked, the child will not know whether the work is good, bad or indifferent and may lose interest or not produce work of such quality in future. Parents/carers may also assume that unmarked work has not been looked at.
* Marking should, where possible, involve the children’s own assessment, with the staff moving around the room marking and commenting whilst the children are still working so immediate feedback can be given.

**2.1** We expect all staff present in classes to mark work in accordance with the Marking Policy.

**3.0** **How we mark**

**We expect that all work is regularly monitored and marking is linked to key learning objectives. We aim for quality marking –not quantity.**

* Any colour pen can be used for marking as long as it is can be clearly distinguished from the pen/pencil used by the child. Comments should be neat and legible.
* **Marking and feedback should be linked to the learning objective the child is given**
* We recognise the importance of regular feedback. As well as giving verbal feedback during the lesson, staff will talk to the children about their work as it is being looked at/marked during the course of the lesson. This is particularly important for less able and KS1 pupils who may not be able to read a written comment.
* The feedback section of the ‘traffic light’ template is where staff will put stickers/ smiley faces/ stars / written feedback/ write ‘verbal feedback’ given.
* **We expect teachers to set aside 10 x mins per week per pupil to go through English and Maths work and discuss the next steps.** These next steps will be written in the ‘feedback’ section of the traffic light template. This dialogue will allow the pupils to have more ownership of their work and to have their views taken into account. **It is important that the children have the time to work on these next steps and for teachers to ensure that their feedback is having an impact upon pupil progress.**
* Regular book scrutinies will focus upon the ‘next steps’ given to pupils and will closely monitor how well the pupils are learning as a result of these ‘next steps’.
* We make use of summative feedback/marking –with ticks or . /? used in closed tasks/exercises where the answer is either correct or incorrect. Peer/self-marking may be used here.
* Sometimes we may choose peer/self-marking – but we need to ensure that this is monitored carefully to ensure that we as staff obtain the correct information about our learners
	1. **Children’s evaluation of their own learning**
	2. Pupils will use a traffic light code to indicate how they felt about their learning. This is included in the Learning Objective/Feedback template. Pupils should circle/tick the correct response.

 =

 = I understood the work

 or

 = I understood some/most of the work

 = I need more help

1. Feedback – how do we know that children have responded to our marking and feedback?
	1. The best response is evident from the children’s work.
	2. We aim to receive feedback from children during the weekly 10 x min dialogue.

**6.0 Monitoring**

* 1. Workbooks will be monitored across the year by MLT/ SLT
	2. English and Maths subject leaders will also monitor across the year.

**Next review date : Autumn 2021**