

Marking and Feedback

Date:	Autumn 2015	Review Date:	Autumn 2017
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We believe that all work recorded in books must be marked or acknowledged as soon as possible after it is completed as this shows how much value we place on children's achievements.

We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.

We feel it is essential to have in place a marking code that is relevant to the individuals' needs, is consistently used throughout the school and is clearly understood by the children.

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to continue to make progress.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.

Procedure

Role of the Governing Body	<ul style="list-style-type: none">• The GB has:<ul style="list-style-type: none">▪ delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;▪ to monitor and evaluate the school's performance based on summative assessments;▪ nominated a link governor to visit the school regularly, to liaise with the Headteacher and to report back to the GB;▪ responsibility for the effective implementation, monitoring and evaluation of this policy
Role of the Headteacher	<ul style="list-style-type: none">• The Headteacher and the SLT will:

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and the SLT	<ul style="list-style-type: none"> ▪ ensure that marking and feedback is purposeful and manageable for teachers; ▪ monitor to ensure that marking and feedback relates to learning objectives, informs future planning and ensures pupil progress; ▪ ensure consistency in marking throughout the school; ▪ provide supportive guidance for parents; ▪ monitor and evaluate this policy
Role of Headteacher and subject leaders	<ul style="list-style-type: none"> • HT and subject leaders will: <ul style="list-style-type: none"> ▪ review and monitor by regularly scrutinizing pupil's work and undertake moderation exercises; ▪ provide guidance and support to all staff;
Role of Teachers and Support Staff	<ul style="list-style-type: none"> • Teachers and support staff must ensure: <ul style="list-style-type: none"> ▪ they use the agreed marking code appropriate to the needs of individual pupils; ▪ that their marking has a purpose and is consistent; ▪ children receive clear feedback about their strengths and areas for development in their work; ▪ children are encouraged and rewarded for their efforts and progress; ▪ marking and feedback informs planning; ▪ children know their areas for improvement; ▪ children's progress and achievements are celebrated
Role of Children	<ul style="list-style-type: none"> • Children must: <ul style="list-style-type: none"> ▪ understand that marking and feedback highlights their strengths and areas for development; ▪ understand the marking code, which should be displayed in the classroom; ▪ be aware of the next steps for improvement; ▪ be encouraged to respond during feedback; ▪ celebrate their achievements and share their work with others
Role of Parents	<ul style="list-style-type: none"> • Parents must: <ul style="list-style-type: none"> ▪ be aware of the school's marking and feedback policy; ▪ realise that marking and feedback highlights a child's strengths and areas for development; ▪ use the marking as seen in their child's books as

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	basis for discussion on their child's progress
Marking Code	<ul style="list-style-type: none"> • The marking code must be: <ul style="list-style-type: none"> ▪ agreed by all staff; ▪ on display in the classroom; ▪ understood by all pupils at a developmentally appropriate level; ▪ consistently used by all staff; ▪ manageable
Marking and Feedback	<ul style="list-style-type: none"> • Marking must: <ul style="list-style-type: none"> ▪ be a manageable form of record keeping that feeds into children's assessment records; ▪ be undertaken with the child if possible; ▪ focus on whether the child has achieved the learning outcome for a particular curriculum subject; • Feedback must: <ul style="list-style-type: none"> ▪ relate to the success criteria of the task; ▪ highlight achievements ▪ be constructive; ▪ when written be presented neatly and clearly
Monitoring the Effectiveness of the Policy	<ul style="list-style-type: none"> • The effectiveness of this policy will be reviewed when the need arises, and the necessary recommendations for improvement will be made to the governors.

Headteacher:		Date:	05/10/2015
Chair of Governing Body:		Date:	