

CROSCOMBE & STOKE ST MICHAEL PRIMARY FEDERATION

MARKING AND FEEDBACK POLICY

This policy has been written with reference to the Christian foundation of Croscombe.

RATIONALE

In our federation our focus is simple; it is our children's learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally simple; it is about:

Moving learning forwards

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective.

High quality feedback and marking will be self-evident in its purpose and in its outcomes.

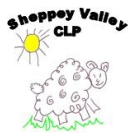
QUALITY MARKING

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible, especially in Maths, where same day intervention is recommended for greatest impact.

As a school, we value both verbal and written feedback equally in moving learning forwards.

Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.



It may take place during focused group or in a 1:1 discussion and be either spontaneous or planned for.

Where possible, it is useful to record when verbal feedback has been given, using the agreed (age- appropriate) notations exemplified at the front of the children’s books and/ or displayed in the classroom.

Written Feedback

It is imperative that notations are used **consistently**.

Wherever success and improvement comments are shared, either after or during the lesson, learning time must also given for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.

Wherever possible, children are encouraged to self-assess their own learning, in addition to discussing and reflecting other children’s work through peer assessment. This formative assessment enables children to understand the next steps required to improve and deepen their learning experience.

In order to facilitate their independence as learners, children should have access to and, where appropriate, be involved in setting learning objectives as part of a wider enquiry approach.

Marking codes must be consistent within the class and the children should have a copy of any codes on display in the classroom, attached to their books, or both.

Impact

Unless staff are to waste their time, marking and feedback needs to bring a change in the understanding of the child. When looking at a book, it should be possible to see the impact of marking on subsequent learning.

Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed regularly within lesson observations and as part of explicit book scrutinies.

Outcomes will be shared to ensure consistency and enhance best practice.

Signed..... Headteacher

Signed..... Chair of Governors

Date of adoption: November 2019

Date for review: November 2021