

Marking and Feedback Policy

Signed:

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We believe that feedback and marking should be constructive, focusing on both success and areas for improvement. Our aim is to provide every child with clear, actionable guidance that helps them reflect on their learning and take the next steps forward. Through this process, children are encouraged to bridge the gap between their current and potential attainment, fostering resilience, independence, and a positive attitude towards learning.

Principles:

Marking and feedback should:

- Relate to the subject's Crucial Knowledge.
- Give strategies and support for improvement.
- Give recognition and appropriate praise for achievement and effort.
- Inform future planning.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking with the child where possible.
- To enable the child to improve their learning.
- Be accessible to the child.
- Be manageable for teachers.

Strategies:

Wherever possible, children should self-mark or the work should be marked as a class or in groups. However, the teacher must review the marking to ensure it is accurate and to allow for appropriate planning for the next lesson.

When providing oral feedback, teachers' comments should focus on recapping, embedding or applying the Crucial Knowledge. Comments should also focus upon ensuring a positive growth mind-set is developed.

Marking:

- Marking and feedback should focus first and foremost on the Crucial Knowledge.
- In Early Years, and beyond if required, Crucial Knowledge, such as letter formation and reversals, must be addressed.
- In Early Years and KS1, teachers' handwriting must not be joined and should follow the Jolly Phonics style.
- In KS2 teachers' handwriting may be joined.
- All marking comments must be clear.
- Where children are writing the date, the day and month must be corrected where needed.
- The marking emphasis must be on developing the child's learning.
- In English and Maths, teachers will set at least two Crucial Knowledge Tasks (CKTs) per week to be completed by the child the following lesson.
- CKTs will either recap, consolidate or extend pupils understanding as required.
- These CKTs will be marked by the class teacher and revisited with the pupil if required.
- When marking a Big Write, children will receive two positive comments (marked with *) around features they have included and a CKT where necessary.
- Marking in Foundation subjects should follow the same principles as the Core subjects, with two CKTs being set per unit.
- Marking should also celebrate achievement and effort.
- Errors in the fundamentals of language and number must be addressed in all subjects. In particular: reversals of letters or numbers, finger spaces, capital letters, full stops and number bonds.
- Teachers should use their discretion to prioritise the spellings selected for correction and practise. Spelling corrections are given in addition to CKTs, where appropriate.
- Independent writing must not be scaffolded by the teacher's marking if it is to be used for assessment purposes.
- Not all pieces of work will be marked in detail.
- If teachers require support they are encouraged to ask a member of the SLT.

Organisation:

- Where possible, marking should take place during the lesson. Teachers/support staff will model and explain answers to the groups/whole class and pupils will mark their work using a different coloured pen/pencil to the one they have worked in.
- Teachers must plan appropriately so that adequate time is allocated to allow pupils to respond to the marking comments and CKTs.
- Wherever class discussion takes place, feedback should be given orally. It might also be necessary to make notes to inform future planning.
- In order for the marking to be formative, the children will need time to act on the suggestions.
- Marking completed outside the lesson should be accessible to children and manageable for teachers.