



North Curry

C of E

Primary School

Marking and Feedback Policy



Signed by:

H Morley Headteacher

G Slocombe Chair of governors

Date: 18th September 2024

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Statement of intent

At North Curry School we understand that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Marking is a key aspect of a teacher's responsibility and is a prominent technique for communicating with pupils – marking is part of the school's comprehensive review of teaching, learning, assessment and achievement. Feedback is a process that the school should ensure is consistently applied by all teaching staff, aiding with better supporting pupils' learning.

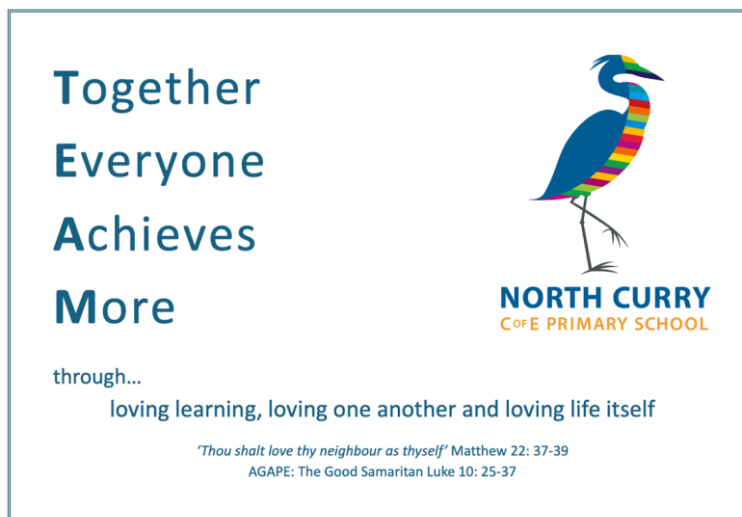
This policy aims to ensure that marking and feedback:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide marking

We have designed our creative curriculum with pupils' learning at the heart around our Christian school vision of loving learning, each other and life itself and values.

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Koinonia, Kindness, Respect, Joy, Hope and Happiness.



We recognise that an enriching curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals within our community.

1. Roles and responsibilities

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all departments within the school.

Curriculum Co ordinators are responsible for:

- Ensuring all members of staff within their subject are aware of the school's procedures in terms of marking and providing feedback.
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regard to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions regarding any feedback they have received.

2. Expectations

Teaching staff are expected to:

- Judge whether written or verbal feedback should be given.
- Provide feedback that focuses on moving learning forward and that targets the specific learning gaps that pupils exhibit.
- Provide marking that offers clear information about why pupils have done well and offer detailed suggestions and targets for improvement, which should create a progressive plan for continued learning, where appropriate.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Implement strategies that encourage pupils to welcome feedback.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.

- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, including homework.
- Ask questions when they do not understand something in lessons.
- Read any comments on their work and ask questions if they do not understand them.
- Review their own progress by rereading previous work and establishing where they have made mistakes or identifying ways it could be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning.

3. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves the following questions:

- Why am I providing this feedback?
- How will this feedback be useful to the pupil?

If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

If a teacher has a query, subject coordinator will be available to offer guidance and support regarding the school's procedures.

If a teacher is unsure about the effectiveness of their own practices, the head teacher/line manager will help with developing an approach to marking and feedback that is more suited to the teacher.

4. Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following points:

- The individual pupil's abilities and goals
- The areas a pupil can improve in
- Giving clear guidelines for improvement
- Linking areas of improvement
- Reminding the pupil of previous success to boost confidence
- Providing effective communication between pupils and teachers

- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Clarity and consistency of marking across the school
- The individual pupil's level of understanding
- Avoiding detailed marking of every piece of work

Distance marking (marking carried out away from the classroom) will be used as appropriate, to allow teachers more time to give detailed feedback.

When distance marking, there are a number of questions teachers will keep in mind, including the following:

- Are the comments easy for the pupils to understand?
- Is my writing neat and legible for the children to read?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

Teachers will allow pupils to reflect on feedback at the start of lessons, so that the feedback is at the forefront of pupils' minds when they begin the lesson.

Positive reinforcement will be used to emphasise that pupils are improving, which will encourage them to improve their performance over time.

Rewards will be given to pupils in the following ways

- Stickers placed on work
- Praise in front of whole class
- Star of the Week certificates
- Displaying excellent work around the classroom on the WOW boards
- Verbal praise in a one-to-one setting

Teachers will encourage pupils to mark each other's work, as this will aid pupils to identify successful methods of learning. In addition, this exercise will allow teachers to see which pupils can spot successful methods.

Peer-on-peer feedback will only be done at the teacher's discretion and only with pupils who are expected to learn from the exercise.

We use a range of marking stampers that include: I like this because..., Your next step is... and Remember for next time...

See also separate marking symbols for KS1 and KS2.

Marking in Maths

As maths tends to have either a correct or an incorrect answer, teachers will pay particular attention to the tone in which they mark, as pupils who struggle with this subject can become disheartened and disinterested in the subject.

Teachers will use the following techniques when marking in Maths:

- Ticking correct answers (or one tick for a correct group of answers) and leaving a dot next to incorrect answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If the pupil has shown correct working and a wrong answer, circle or tick the correct part and encourage them to try again
- If a pupil is excelling at a particular task, provide them with work – a task - that is more difficult so that they continue to feel challenged

Marking in English

Marking in English can differ from other subjects as often answers are subjective and have to be supported by evidence. When marking in English, teachers will use the following techniques

- Give feedback on whether the learning objective has been achieved and the success criteria followed
- Mark using the pre-agreed success criteria
- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group
- Correct spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Allow specific time for pupils to read, reflect, and respond to marking

5. Remote learning

During circumstances where pupils are learning remotely, feedback will be given in accordance with the Pupil Remote Learning Policy – see separate policy

Work completed at home will be submitted via email or through the TEAMS.

6. Improvement plans

The headteacher and SLT will conduct reviews of marking and feedback by undertaking work moderation:

- How they feel the practices benefit pupils.
- How practices can be improved.
- Whether the workload associated with marking and feedback is proportionately reflected in the positive impact on pupils.

The headteacher will conduct reviews of marking and feedback by asking pupils:

- Whether they read their feedback.
- If they find the feedback useful.
- If they receive too much or too little feedback.
- Whether they understand the comments when teachers mark their work.

Following these surveys, the headteacher will amend the marking and feedback policy as required.

Teachers will pass any concerns regarding the school's marking and feedback practices to the Head teacher or subject leads.

Teachers' marking and feedback will be reviewed by SLT on a termly basis to ensure that practices are consistent and effective.

7. Monitoring and review

This policy is reviewed annually by the headteacher.

Any changes or amendments to this policy will be communicated to all staff members by the headteacher.

The scheduled review date for this policy is September 2025.