



Marking and Feedback

Date	Review Date	Coordinator	Nominated Governor
October 2017	October 2020	Associate Head	Chair of Standards

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)

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 phase, is consistently used throughout the school and is clearly understood by the children.

We have a duty to reduce unproductive or unnecessary teacher workload associated with marking progress that does not contribute to the raising of pupil standards. But we must ensure that we do not cut or reduce some tasks associated with marking that by so doing it has a negative impact on the quality of teaching and learning and pupil outcomes.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

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 achieve their set targets.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.
- To reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- delegated powers and responsibilities to the Curriculum Committee and to the Executive Headteacher to oversee the development of this policy;
- to monitor and evaluate the school's performance based on summative assessments;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Executive Headteacher and the Associate Heads;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;

Role of the Executive Headteacher and the Senior Leadership Team

The executive Headteacher and the Senior Leadership Team will:

- ensure that marking and feedback is purposeful and manageable for teachers;
- reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards by reviewing current practice to see whether all marking is:
 - meaningful;
 - manageable and
 - motivating.
- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure consistency in marking throughout the school;
- provide supportive guidance for parents;
- work closely with the link governor and Associate Heads;

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- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;

Role of Associate Heads

Associate Heads will:

- review and monitor by regularly scrutinizing pupil's work and undertake moderation exercises;
- provide guidance and support to all staff;
- annually report to the Governing Body on the success and development of sustainability.

Role of Teachers and Support Staff

Teachers and support staff must ensure:

- they use the agreed marking code appropriate to their phase;
- 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 daily/weekly planning;
- children know their targets for improvement;
- children celebrate their achievements;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;

Role of Pupils

Pupils must:

- 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

Parents must:

- must 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 basis for discussion on their child's progress.

Marking Code

The marking code must be:

- agreed by all staff;
- on display in the classroom;

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- understood by all pupils;
- consistently used by all staff;

Marking and Feedback

Marking must:

- 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:

- lead to an improvement in attainment by highlighting achievement;
- be positive and constructive;
- when written be presented neatly and clearly

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Teaching and Learning
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

▪ Curriculum	▪ Teaching and Learning
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Headteacher:		Date:	
Chair of Governing Body:		Date:	