




MARKING and FEEDBACK POLICY


Autumn Term 2024



RATIONALE	To ensure that all children are given feedback (either written or verbal) to improve their learning, develop their self-confidence, raise self-esteem and to provide opportunities for self and peer assessments.
PURPOSE	<p>For the pupils:</p> <ul style="list-style-type: none">• Helps stimulate, motivate and encourage• Gives guidance on how to improve performance and make progress• Indicates whether or not a target has been achieved <p>For the teacher:</p> <ul style="list-style-type: none">• Indicates whether or not a target has been achieved• Indicates where the pupil is having difficulties• Indicates effectiveness of the teaching• Aids future planning
AIMS	<p>Marking and Feedback should:</p> <ul style="list-style-type: none">• To be as 'live' as possible within the lesson – depending upon context• Be manageable for staff and clear to the children• Relate to the learning objectives• Give recognition and praise for achievement and clear direction for improvement• Involve the teaching team working with the children. (Work marked by a teaching assistant or supply will be indicated with their initials)• Include a mix of written and verbal feedback• Include time for children to reflect and respond to feedback or marking, as appropriate• Inform planning• Be viewed by the children as a positive approach to improving their learning
MARKING STYLE	<ul style="list-style-type: none">• Not all work will be marked everyday by a teacher. In order to give immediate feedback, self and peer marking or verbal feedback will be given.• Children complete work in pencil or blue pen. Teachers mark work in red or green pen.• Children respond to the teacher and edit/correct/ improve work.

	<ul style="list-style-type: none"> • Work on Seesaw will receive a comment if this will inform future learning or there is an error/misconception that needs highlighting. Work such as spelling practice may just be 'liked'. Students cannot see each other's work or comments made by the teacher. • Stamps or stickers may also be used by adults to motivate pupils. • There is no requirement to signal verbal feedback.
--	---










RESPONSE TIME	The more immediate the feedback, the better. In both KS1 and KS2, children will be afforded time either during the lesson or at the beginning of the next appropriate lesson to consider the teacher's feedback and recognise steps forward, making improvements or correcting as appropriate.
----------------------	--

MARKING IN MATHS	<p>At Christ the King, we follow the guidelines produced by NCETM when marking maths work</p> <ul style="list-style-type: none"> • Correct Maths work will be ticked. • Incorrect Maths work (due to an error/slip) will receive a dot. Children will correct a maximum of 3 such errors. Corrections will then be marked. • Incorrect Maths work resulting from a misconception will be addressed either individually or in a small group and the child will then have an opportunity to correct work. • Work done largely with support will be identified with "TA" to indicate teacher assistance. • Pupils will also undertake self or peer marking. • An  written by the objective/title will be used to acknowledge success. • If the majority of the class needs to move on or be retaught, this should be indicated in planning rather than writing the comment in each individual book.
-------------------------	--

MARKING AND FEEDBACK ON WRITING	<p>Success criteria charts will be explained to children and pasted in books. Teachers will locate examples of the success criteria within the written work.</p> <ul style="list-style-type: none"> • Success criteria met will be ticked to indicate achievement. • Students will have time to make improvements in relation to criteria not met. • A next step target will be indicated using the symbol  in order to move learning forward. This may be a criteria not met on success chart or a next-step level skill. • Lengthy comments are not necessary.
--	---

MARKING AND FEEDBACK IN OTHER SUBJECTS	<ul style="list-style-type: none"> • Learning objectives/ abbreviated titles are either pasted in books (KS1) or copied into books. (KS2) • In KS1, teachers will use a tick box next to each objective pasted in to mark if objectives are achieved. • In KS2, the  symbol is used to identify if the objective has been achieved and  symbol to show how to achieve it, if it has not. Detailed comments are not
---	---

	<p>expected; however, when they are used, they must be clear for the child, legible, relate to the objective and identify ways to improve.</p> <ul style="list-style-type: none"> In FS2, comments are more likely to be verbal but if written they are read to/with the pupil and next steps explained.
--	---

<p>SELF ASSESSMENT</p>	<p>Children need to have opportunities to evaluate their own work, to identify progress and to help the teacher to provide for future work. Children can use a simple code.</p> <table border="1" data-bbox="470 526 917 929"> <tr> <td data-bbox="470 526 917 571"></td> </tr> <tr> <td data-bbox="470 571 917 660">I fully understand G </td> </tr> <tr> <td data-bbox="470 660 917 750">I need more practice Y </td> </tr> <tr> <td data-bbox="470 750 917 929">I do not yet understand R </td> </tr> </table>		I fully understand G 	I need more practice Y 	I do not yet understand R 
I fully understand G 					
I need more practice Y 					
I do not yet understand R 					

<p>MONITORING AND EVALUATION</p>	<p>Feedback to improve learning is the ultimate goal and as a school we are mindful of staff workload. This policy will be reviewed bi-annually in terms of its impact upon children's progress and staff workload.</p>
---	---

Policy agreed by Governors: Autumn 2024



Signed by: _____

Date: 14/11/2024

Headteacher



Signed by: _____

Date: 14/11/2024

Chair of governors

Policy to be reviewed: Autumn 2026