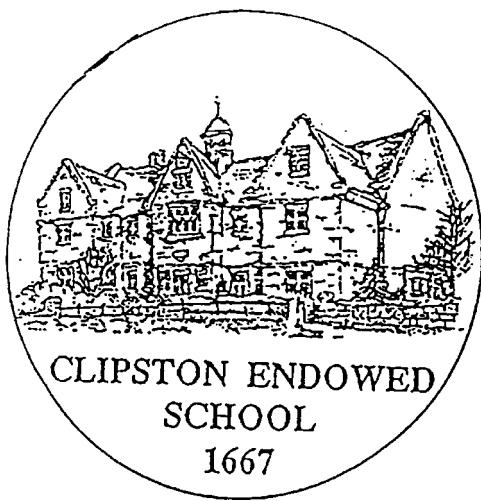


Clipston Endowed VC Primary School and Great Creaton Primary School

Marking and Feedback Policy



Feedback and Marking

To be presented to Governors: October 2016

To be adopted by Governing Body: October 2016

Proposed Review: Summer 2017

Signed

Mrs Dewinder Birk: Chair of the Curriculum and Monitoring Committee

AIMS OF CLIPSTON SCHOOL

Clipston Endowed VC Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence, a deep sense of self-worth, and an understanding and deeper appreciation of our Christian heritage. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual development and the ability to grow and flourish as human beings.
- c) Support children in building relationships which reflect Christian values.
- d) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- e) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- f) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- g) Ensure equal opportunities for all.
- h) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- i) Develop a sense of pride in belonging to Clipston Endowed VC Primary School.

AIMS OF GREAT CREATON SCHOOL

Great Creaton Primary School aims to provide every child with high quality teaching and learning. It is the school's philosophy to give our pupils a measure of independence, a high level of self-confidence and a deep sense of self-worth. To achieve this, we aim to:

- a) Enable all children to achieve their full potential, both academically, socially, personally, and morally in order that children expect the best of themselves.
- b) Promote spiritual, moral, social and cultural development to support the ability to grow and flourish as human beings.
- c) Deliver a broad, relevant and challenging education which is of a high standard and appropriate to an individual child's needs.
- d) Promote high standards of behaviour based on mutual trust and respect, developing responsibility and fostering self-discipline.
- e) Promote good citizenship, thus enabling individuals to make valuable contributions to wider society.
- f) Ensure equal opportunities for all.
- g) Provide a welcoming and stimulating learning environment in which everyone feels safe, happy and secure.
- h) Develop a sense of pride in belonging to Great Creaton Primary School.

To achieve these aims staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

Marking and Feedback

The Principles of Marking and Feedback

Feedback and marking should be useful to the pupil, enabling them to reflect on what they did, make adjustments to improve their work, and therefore make progress in their learning.

Feedback and marking must be manageable, meaningful and motivating. Procedures must not take hours of time in the evenings and into the night. Procedures must enable teachers to maintain a sensible work-life balance in order that they can fully focus on planning the next day's lessons and be able to deliver them feeling refreshed.

Feedback and marking procedures should capture what we do well at this school – books show that we routinely give regular, meaningful feedback that enables children to address misconceptions and edit their work. Marking enables children to see errors and mistakes, and then make corrections. It is what the child does as a result of adult feedback and marking that motivates children to make progress and become more independent as learners.

Recent Research

In revising our procedures we have taken account of the Report of the Independent Teacher Workload Review Group "Eliminating unnecessary workload around marking" (March 2016) and the associated review of the evidence on written marking "A Marked Improvement" (April 2016). In addition we have looked at the procedures in place at the school lead by the Chair of the Review Group.

Recent research (2016) shows that ineffective marking manifests itself as long sentences written by the teacher in different coloured pens with VF used frequently to show that Verbal Feedback has been given. Schools where feedback and marking is manageable, meaningful and motivating, capture the essence of all that is effective (and very much what teachers do anyway on a daily basis) without the need for labour intensive practices such as extensive written comments.

Ofsted makes no stipulations about feedback and marking, other than that teachers should adhere to the school's policy. Procedures should be used consistently.

Feedback and Marking Procedures

1. Adults mark in a green pen.
2. Children will respond and act upon feedback in a red pen.
3. The Learning Objective will be marked to show:
 - ✓ objective achieved.
 - ⇒ working towards objective.
 - multiple misconceptions.
4. Adults give praise through use of stickers / comments / stamps to boost self-esteem and to recognise effort. These will be personal to the teacher.
5. Some children, for example those in Upper KS2, may also peer mark in purple/pink pen.
6. EYFS feedback is likely to be mainly verbal and take place with the child during the activity. Some verbal responses made by the child may be scribed by the teacher on the work e.g. “Oh! My writing is all squashed together!” in response to the teacher saying “Why do you think we should have finger spaces?”

Monitoring

The Head teacher and Subject Leads will monitor the adherence, manageability and impact of the policy as part of the routine, termly monitoring schedule.