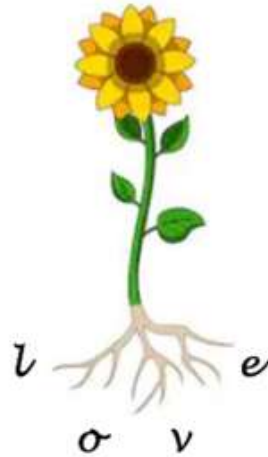


North Stainley CE Primary School

*We are our school, we have our roots and foundation in
love*



Our school is us, we will grow, blossom and flourish.

Marking & Feedback Policy

Policy agreed: 25/11/2020

Headteacher:

Louise Wallen



**Chair of Governors:
Potts**

Nathanielhanie

Policy to be reviewed:

Policy to be reviewed:

Policy to be reviewed:

Aims

- To ensure progress for all learners
- To provide learners with strategies for improvement
- To help teachers and learners to become aware of what they need to do to both improve and to maintain performance (target setting)
- To ensure learners reflect and independently evaluate their learning and to appreciate how necessary making mistakes and correcting mistakes is to our development and learning.
- To inform teachers and support staff of the 'next steps' in learning
- To give learners a sense of achievement as they learn.
- To facilitate dialogue between teacher and learner.

Implementation

Teachers and Support Staff mark in green pen.

Self-marking and Peer marking in purple pen

Meaningful....

- Children need an explicit and clear structure to identify their learning needs. Teachers should both help uncover and share the criteria of success, expectations and targets in learning.
- Feedback should vary by age group, subject and what works best for any particular piece of work and for individual students. Teachers should adapt their approach where necessary.
- Written feedback must be aimed at the level of understanding of the learner or learners.
- Where possible Marking and feedback should be immediate as should the learner's response to the feedback.
- When appropriate pupils should mark and evaluate their own work or peer mark. Effective peer feedback and self-marking must be rigorously structured and modelled by the teacher; pupils need to be well trained over time.

Motivating....

Feedback will always motivate learners to success. This does not require all marking and feedback to be in depth and positive; at times short, challenging comments both written and verbal can be effective.

Teachers will use their own systems of reward; stickers, stamps, smiley faces, house points, Head teacher's awards - to encourage the pupil to aim for a good standard appropriate to their level of development.

Manageable....

Marking and feedback should be proportionate and time effective taking into consideration the workload of all our teachers.

Selected pieces of work will be marked in greater depth and this will give targeted written feedback, to which the learner will be given time to read and respond. (Years 2-6)

When work is supported it should be marked with an S otherwise it will be assumed that the work is independent.

Staff should initial marking so that there is a record of who has supervised the learning.

In a piece of writing and in order to allow the learner to identify their own mistakes and make corrections independently:

Spelling mistakes (*some not all*) will be marked with an **SP** in the margin.

Punctuation mistakes (*some not all*) will be marked with a **P** in the margin.

Syntax (does it make sense?) mistakes will be marked with an **SY** in the margin.

Date November 2020

Reviewed November 2023