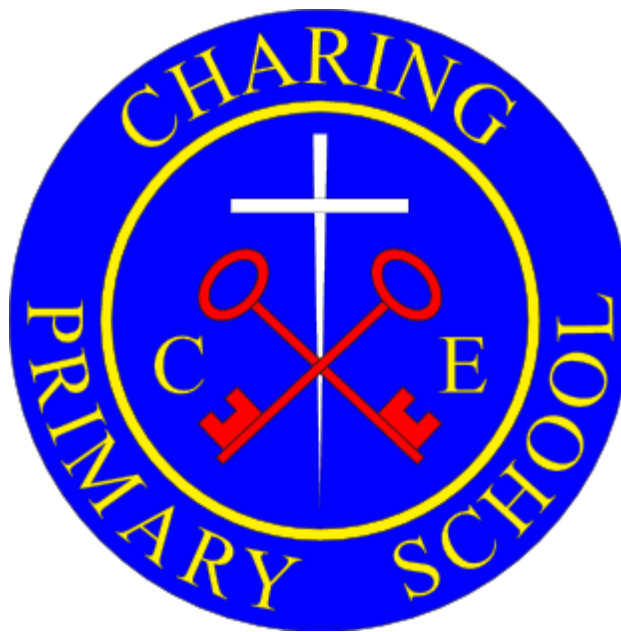


*...those who hope in the LORD will renew their strength.  
They will soar on wings like eagles; they will run and not grow weary, they  
will walk and not be faint.' Isaiah 40:31*

connect | nurture | aspire | learn | excel | hope



## Charing Church of England Primary School

### **Marking and Feedback Policy**

Document Information	Date/source of Policy	Responsibility
Date of review	September 2022	SLT
Date of new review	July 2024	SLT

*"Our school is an inclusive family, proud of our faith in God and friendship with the community. We develop respect, aspiration, curiosity, tolerance and determination. We are a creative, compassionate and confident team"*

***Confidence   Determination   Faith   Friendship   Respect***

This forms part of our policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment. This range of techniques supports the staff pedagogy.

**How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes. As a Christian school, our values of Christian faith impacts on children's well-being and achievement and how we view our learning support.**

### **General Principles**

Effective marking is an essential part of the education process. It is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what staff and pupils need to do next, with the primary aim of driving pupil progress. This is achieved without extensive written dialogue but by being linked with individual assessment questions and next steps linked to teacher planning.

The marking should move the learning forward. It aids lesson planning, assessment, reporting and target setting. A balance between peer marking, self-marking and teacher marking is in place.

**Marking should be Manageable, Meaningful and Motivating.**

**Manageable** – Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. See assessment policy.

**Meaningful** – Marking varies by age group, subject, and what works best for the individual pupil and teacher in relation to any particular piece of work. Teachers are trusted to incorporate the outcomes into subsequent planning and teaching.

**Motivating** – Marking must be used to motivate pupils to progress. This does not mean always writing in depth comments – short, challenging questions are more effective.

### **Written feedback**

This will be given when the work undertaken is child generated or independent. The type and frequency may vary with subjects but there are common principles and formats which give consistency across the school and all subjects:

- Learning objectives are set at the start of the task with a question that gives greater depth.
- LO to be marked for every piece of work
  - 1 tick = achieved
  - 2 ticks = exceeded
  - Circle = not achieved
- Developmental Questions to be used. English and maths at least 1 a week. Other subjects, at least 2 a term. Sufficient time is given for the pupils to read and respond to the comments on a daily basis. It is written in language that the child understands and can respond to.
- The majority of spellings need to be corrected by the child. The incorrect word is highlighted by an sp in the margin, maximum of five spellings per piece of work. Children can use spelling aides or word mats to correct.
- If verbal feedback is given, this is marked VF
- If a TA works with a child, it is marked TA