



# Pendle Education Trust



Castercliff Primary Academy

## Policy/Procedure/Guideline Review

<b>Policy/Procedure/Guideline:</b>	Marking and Feedback Policy
<b>Local Academy Council approval</b>	Delegated to Academy Principal December 2023
<b>Lead Staff Member</b>	M Sherwin
<b>Review date:</b>	Annually



## Introduction

At Castercliff Primary Academy children are valued as individuals. All staff celebrate this and respond positively in order to help children develop to their full potential in all areas of the curriculum. Children are helped to acknowledge their successes through self-assessment and constructive adult feedback. Staff support children's development through praise, targeted feedback and the acknowledgement of children's achievements against prescribed learning targets taken from curriculum progression documents. Children are encouraged to respond positively to their own work, behaviour and actions.

Feedback is monitored through observing children's responses during classroom observations and scrutiny of work (both on paper and in digital formats) during monitoring and moderation.

## Objectives

At Castercliff Primary Academy, feedback should:

- Be designed to change the child, not just their work.
- Make suggestions about actions a child can take.
- Inform a child's actions in new contexts.
- Give children the tools to generate their own effective feedback.
- Be used by staff to effectively to assess children's progress and inform the next steps in teaching and learning.
- Be encouraging to children, demonstrating the value of their work, thought and effort.
- Be applied consistently across the school.
- Be meaningful to children and manageable for staff.

## Responsibilities

Academy Principal and SLT will:

- Monitor the effectiveness of this policy and the procedures herein, ensuring teacher workload and in turn the wellbeing of staff isn't negatively affected by this policy.
- Continually look for opportunities to reduce the workload of marking and feedback without this impacting negatively on children's outcomes.
- Carry out regular monitoring of children's work to ensure this policy is being followed and applied correctly.

Class teachers and support staff should:

- Where possible and/or appropriate, mark work in the presence of the child to allow for individualised verbal feedback.
- Ensure marking and feedback is accessible to all children, this may include the use of voice recording/video feedback via Seesaw.



- Ensure that marking and feedback is sensitive to the abilities of the child and his/her capacity to benefit from it, balancing the desire to improve with the need to encourage.
- Write comments (when used) that are appropriate to the age and ability of the child. Sometimes, particularly in EYFS and KS1, comments may not be aimed at the child but used to inform other adults (including parents/carers) of the child's learning and development.
- Provide children with opportunities to self-mark, peer-mark, self-evaluate and peer-evaluate, appropriate to children's level of ability and maturity.

## Provision



### Marking



- ✓ Well done, it's correct.
- ! Think about this...
- C You've made a mistake, have another try.
- ✓ Well done, you've corrected your mistake.
- was Check your spelling.
- !V.F. Verbal feedback, my teacher has talked to me about this.

Don't forget all of your responses to marking must be in green pen!

### Marking

Children's written work should always be marked before the next lesson, and where possible, in the presence of the child 'live marking'.

When someone other than the regular class teacher marks work (e.g. a TA covering the class or taking a group) this should be initialled.

End-of-unit writing is completed within the English Books and 'margin marked' where the key features included in the writing are listed in the margin next to where they are seen in the piece. This will be done twice for each skill observed. If the margin is not

available due to the presentation of the piece they will be listed elsewhere on the page. These features may also be ticked or highlighted by the teacher.

Handwritten comments should be made in legible, neat handwriting in a cursive style using correct spelling, grammar and punctuation at all times as a model to the children and reinforcing the school's high standards of presentation.

Marking must be completed in an easy-to-read coloured pen (not blue, green or red).

Work completed electronically, e.g. using Seesaw, must also be marked in a way appropriate to the task. Approval of an item means the work is of the standard required to go into the child's journal. 'Liking' the item is an acknowledgement that the teacher has seen the work (the equivalent to a simple tick at the bottom of a page of written work). Where necessary teachers may comment (either typed or voice recorded) and/or edit the item to add annotations to the work itself. The use of emojis, should be proportionate, and not replace words within a sentence.



## Pupil Participation

Children may respond by:

- Correcting / improving work and responding to next steps using a green pen (Years 2 and above).
- Using a self-assessment system when they finish their work.
- Highlighting features and/or marking their work using margin marking (in draft work only).

## Parental Involvement

Parents can respond to their children's work through:

- Feeding back in their 'Brain Box' books.
- Reviewing children's work and discussion about attainment and progress at Parent Teacher Meetings.
- Commenting on their end of year report.

## Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare.

For specific details, refer to the whole-school safeguarding policy.

## Monitoring and Evaluation

It is the role of the post holder with responsibility for this policy to monitor its effectiveness and suitability. Any proposed changes need to be presented to the school's leadership team before wider appropriate consultation is undertaken directed by the Academy Principal.

## Appendices

This policy should be read in conjunction with the following policies or guidelines:

- Safeguarding and child protection policy
- Online safety policy
- Assessment policy

