



Signed.....*C.H. Knight*
Date.....*22.9.21*
Review.....*Sept 2023*

Woodford Valley CE Primary Academy

Marking and Feedback Policy

This school is committed to creating the ethos in which children can grow towards Christian life, learning and love.

To be read in conjunction with all other policies and in particular the Teaching and Learning Policy.

And now I give you a new commandment: love one another. As I have loved you, so you must love one another. If you have love for one another, then everyone will know that you are my disciples."

John 13 34-35

Rationale

Woodford Valley C of E Primary Academy is committed to providing relevant, constructive and timely feedback to pupils, both orally and in writing. Marking serves to support the assessment process, and helps children take pride in their work, become reflective learners and gives them strategies to be able to improve their work and take the next steps in their learning.

Intent

- To provide consistency and continuity in marking throughout the school
- To use the marking system as a tool for formative assessment
- To improve standards
- To encourage children and develop their self-esteem through praise and valuing all their achievements
- To create a dialogue which will aid progression

- To use prompts to aid children in editing and improving their own work

Implementation

When marking and giving feedback, the following areas should be considered:

- Manageability for the teaching team and accessibility to the children
- Relation to the learning intention
- The involvement of the teaching team working with the children
- Recognition and praise for achievement and clear strategies for improvement
- Specific time for the children to read, reflect and respond to marking where appropriate
- Response to individual learning needs, taking opportunities to give face-to-face feedback when possible
- Future planning
- Teachers using codes when marking which are appropriate to their individual classes
- Ultimately marking to be seen by children as a positive approach to improve their learning
- Providing opportunities to use peer assessment and feedback to develop editing skills

General strategies for staff to use:

- Personalise marking with the name of the child
- Give a 'next steps' comment
- Mark to objectives of the piece of work
- Identify particular spelling corrections
- Opportunities for pupil response
- Key prompts used in editing and redrafting process

Monitoring and Evaluation

This policy will be monitored through consultation of staff and Curriculum Governors. Children's workbooks will be monitored by the SMT as a means of monitoring feedback and marking. Subject leaders will monitor subject-specific marking as part of their monitoring role.