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## Marking and Feedback Policy

<b>Approved by:</b>	Local Governing Body	<b>Date:</b> September 2024
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## Contents

1. Aims and intentions .....	2
2. Our guiding principles .....	3
3. Roles and responsibilities .....	3
4. Monitoring and evaluation.....	4
5. Review .....	5
6. Links with other policies .....	5

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### 1. Aims and intentions

At Bramhope Primary School we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking method used by individual teachers and therefore have an age-appropriate school approach, which is used in each classroom. However, teachers use their professional judgement to consider the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give relevant feedback as an essential part of the assessment process.

This policy aims to:

- Explain why we offer feedback to pupils.
- Summarise what marking and feedback looks like
- Indicate the key pedagogy behind this policy
- Summarise expectations to make sure everyone is committed to achieving a consistent approach to teaching and learning across our school
- Promote high expectations and raise standards of achievement for all pupils in our school
- Involve pupils, parents/carers and the wider school community in pupils' learning and development

We mark children's work and offer feedback to:

- Show that we value their work, and encourage them to do the same;
- Boost self-esteem and aspirations, through use of praise and encouragement;
- Give a clear general picture of how far they have come in their learning,
- Offer them specific information on the extent to which they have met the learning challenge, and/or the individual targets set for them;
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- Provide ongoing assessment that should inform future lesson-planning.

## 2. Our guiding principles

Our feedback policy focuses on the work of Dylan William, notably the five strategies for Embedding Formative Assessment:

1. Clarifying, understanding, and sharing learning intentions
  2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
  3. Providing feedback that moves learners forward
  4. Activating pupils as learning resources for one another
  5. Activating pupils as owners of their own learning
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- Learning intentions will be shared with pupils. They will be provided with clear examples of what excellence looks like. This will include the key knowledge and skills required for the lesson to help them understand their successes and next steps.
  - Well-designed lessons, as part of a coherent sequence of learning, will provide a strong process for evaluating pupils' responses for accuracy and quality. Responsive teaching will play an integral part of every lesson. Using the key principles for dialogic talk, lessons will be highly interactive so that teachers are acquiring feedback from their pupils about how well the learning is forming and how fluent pupils are becoming in retrieving and using learnt knowledge and skills.
  - Feedback focuses on improving the learner not the work. The intention is that pupils will be able to do better at some point in the future on tasks they have not yet attempted. Feedback will be delivered closest to the point of action to change the pupil's capacity to further develop their knowledge and skills. Written prompts are designed to extend thinking not act as a source of evidence for external verification. They will be accessible to pupils according to age and ability.
  - Pupils will be provided with opportunities to reflect on, and improve, their own learning as well as the learning of others. This will help them develop a strong sense of self-regulation, helping them plan and monitor their own progress towards the intended outcomes of the learning sequence.

## 3. Roles and responsibilities

Marking and feedback in our school is a shared responsibility, and everyone in our school community has an important role to play.

### 3.1 Teachers and support staff

Teachers and support staff at our school will:

- Follow the expectations for marking and feedback as set out in the [Teachers' Standards](#)
- Follow the school's guiding principles as set out in section 2 of this policy.
  - Ensure that the process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Provide feedback to parents/carers on their child's attainment and progress through regular year group communication; parents' evenings in the autumn and spring term; end of term reports in the autumn and spring term; annual report in the summer term.

### **3.2 Subject leaders**

Subject leaders at our school will:

- Monitor marking and feedback within their subject, identifying strengths and areas for improvement
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative performance data
- Improve on weaknesses identified in their monitoring activities
- Encourage teachers to share good practice
- Meet the expectations set out in this policy.

### **3.3 Senior leaders**

Senior leaders will:

- Celebrate achievement and have high expectations for everyone
- Hold staff and pupils to account for their marking and feedback
- Plan and evaluate strategies to secure high-quality marking and feedback across the school
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities to improve staff's practice and subject knowledge
- Promote team working at all levels, for example by buddying teachers up to support one another where appropriate
- Address underachievement and intervene promptly
- Meet the expectations set out in this policy.

### **3.4 Pupils**

Pupils will:

- Follow the school's guiding principles as set out in section 2 of this policy.
- Take responsibility for their own learning, and support the learning of others
- Know their targets and how to improve
- Meet the expectations set out in this policy

## **4. Monitoring and evaluation**

We will monitor teaching and learning in our school to make sure that all our pupils make the best possible progress from their starting points.

School leaders, subject leaders and team leaders will monitor and evaluate the impact of marking and feedback through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council and other pupil groups
- Planning scrutiny
- Book scrutiny

## **5. Review**

This policy will be reviewed every year by the headteacher, senior leaders. At every review, the policy will be shared with the full governing board.

## **6. Links with other policies**

This policy links with the following policies and procedures:

- Curriculum policy
- Early Years Foundation Stage (EYFS) policy
- Home-school agreement
- Assessment policy
- Equality information and objectives