> ***Mission Statement***
> *"A Caring Christian Family Where We Grow Together"*

MARKING AND FEEDBACK POLICY

Effective Date: 01/04/2017   **Review Date: September 2025 Annual**

Review Date	Signed Head Teacher	Signed Director RCSAT
24/07/2018	*J. L. Todd*	*P. Bartlett*
13/10/2020	*H M Badger*	*P. Bartlett*
30/09/2022	*H M Badger*	*P. Bartlett*
05/09/2023	*H M Badger*	*P. Bartlett*
03/09/2024	*H M Badger*	*P. Bartlett*

Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT

1. **Introduction**
    1.1. The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the pupils.
    1.2. Immediate verbal feedback will be given to pupils during the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.
    1.3. 'Light touch' marking will refer to the learning objective either by a tick or a highlight within the work. Written feedback may be given when necessary and should be short and challenging. Light touch marking will always include the marking of age appropriate spelling and grammar.
    1.4. 'Deep marking' may occur at the end of a unit of work or following an independent writing activity and will provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout etc.
    1.5. Pupils should be given time to read and respond to the written marking, in order that the feedback provided has maximum impact on learning. This is done in green for growth time.
    1.6. In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

2. **Principles**
    2.1. Marking should:
        2.1.1. Provide meaningful feedback to the pupil,
        2.1.2. Highlight areas for development / improvement / correction (green for growth) thereby enabling the pupil to identify clear 'next steps' providing motivation for learning,
        2.1.3. Inform future planning of lessons,
        2.1.4. Enable the teacher to record progress related to learning objectives,
        2.1.5. Be manageable for both the pupil and the teacher,
        2.1.6. Be relevant – sometimes marking is not necessary,
        2.1.7. Celebrate pupil's achievement and what they have done well.
        2.1.8. Be carried out regularly and consistently.

3. **Marking Guidelines**
    3.1. Teaching Assistants should record the level of support given to the pupil in completing the work by annotating group / individual teaching plans.
    3.2. Time should be allocated for pupils to respond to feedback when deemed appropriate by the teacher.
    3.3. Verbal feedback does not need to be recorded in written form.
    3.4. All books should also be marked by subject and for application of skills in English and Mathematics. This will always include the marking of age appropriate spelling and grammar.

4. **Self-review**
    4.1. Sometimes pupils will mark their own work.
    4.2. Pupils are encouraged to self-assess their learning or that of peer.
    4.3. Engagement with written feedback may mean that the pupil responds in writing to assessment comments on occasion.

5. **Next steps**
    5.1. At our schools, the term 'Next Steps' refers to the practice of a pupil and their teacher periodically meeting to discuss learning and together deciding on a small number of next steps to help the pupil progress.
    5.2. This provides an opportunity for the pupil to review his/her own progress and to challenge himself/herself to achieve a higher standard.

5.3. These may be recorded in books, on a 'next steps' card or the final page of their book and will be monitored and reviewed by both the pupil and the teacher.

6.   Peer feedback
6.1. It can be helpful for pupils to assess the work of others in the class. Feedback may be verbal or written.
6.2. Dialogue about learning is an important skill that we seek to develop throughout school.
6.3. It is helpful if the pupil-reviewer initials any comments.

7.   Subject specific vocabulary
7.1. When marking work in a subject such as science , RE, Geography, History etc teachers should concentrate on correction of scientific vocabulary specifically as well as age appropriate spelling and grammar errors.
7.2. Where pupils attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.
7.3. Teachers are aware that different subjects may necessitate different forms of marking and assessment.

8.   Summative feedback
8.1. Comments should *avoid* feedback that implies innate ability e.g 'You are really good at this!'
8.2. Feedback should offer comments on effort and engagement with the process e.g 'I can see that Challenge 3 has really helped you to think today'or 'explain how you know'.
8.3. It is helpful to record if a child shows 'secure' understanding.
8.4. Comments should be short, preferably bullet pointed, and no more than two positive and one point to work on.

9.   Assessment and data
9.1. Marking can be used to contribute towards summative assessment and accountability data.
9.2. Teachers should always remember that the audience for the marking is the pupil.

10. Implementation
10.1. This policy is implemented through procedure no. RCSAT-PR-024-01.
10.2. RCSAT delegates the implementation of this policy through procedures, managed by the Executive Headteacher and Principals.