



Our historic schools are nestled in the Cheshire countryside, founded upon the principles of the Church of England, to serve the community, with Christian values at the heart of all we do. We offer pupils a caring, nurturing environment, where we endeavour to inspire and develop each unique child to reach their full potential, encouraging faith, hope and love of God. Our diverse and creative curriculum ensures a love of the world around us, a love of learning and a love of one another

'Love one another, as I have loved you' John 13:34

Marking and Feedback Policy

Signed by:

Rhian Perry, Executive Head

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Non- Statutory Policy – 3 yearly review

As a Federation of Church of England Primary Schools, we offer pupils a caring, nurturing environment to allow them to meet and exceed their potential. This commitment extends to all staff and pupils within the Federation.

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.

Verbal Feedback will be given to children within the lesson. Verbal feedback may be individual, group based or to the whole class. This is where filling in class marking sheets is important as it is a record of verbal feedback that has been given and can be shared with all adults working in the room.

Hot marking will refer to ticks and show comments being made by the class teacher as they move around the room. This marking will be in the moment and if additional written feedback is needed it should be short and challenging.

Deep marking may take place at the end of a unit of work and will provide more detailed feedback for assessment purposes. This involves sitting 1:1 with the child and reading through the work together, providing instant feedback and identifying areas for development moving forward. This is also an opportunity for the teacher and pupils to discuss their work and individual teaching moments may take place.

Marking sheets are to be used by teachers and other adults within the classroom. A record of the objective and date should be recorded for each lesson and notes to be recorded underneath. If a lesson is missed for any reason then this will be recorded to explain gaps in work. Pupil absences can also be recorded here.

Teachers should record observations they make when marking work or misconceptions that have arisen. If additional teaching needs to take place then this can be recorded here with an explanation of what needs to take place.

There are two forms of marking sheets. **English and Maths** marking sheets are completed daily with a sheet for each week of the academic year. **Foundation** marking sheets are to be used for all other subjects and these are filled in each time that subject is taught.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective learning and impact for each piece of work set. All work should be marked using one of these methods.

Principles

Marking should:

- Provide meaningful feedback to the child;
- Highlight areas for development/improvement/correction thereby enabling the child to identify clear 'next steps' and providing motivation for learning
- Inform future planning of lessons
- Enable the teacher to record progress, related to learning objectives
- Be manageable for both the child and the teacher
- Be relevant

Marking

- Live feedback marking to be given during the lesson in a variety of ways e.g. **verbal feedback**, small group marking, whole class marking, mini plenaries
- Children's misconceptions to be addressed during the lesson. Staff to move around the classroom and monitor children's understanding.
 - Modelled letter/number formation
 - Correct spelling
 - Correct use of punctuation
 - Additional questions provided where required
- Evidence of **hot marking** should be seen in books in the form of ticks, comments, spellings and examples of writing.
- Follow up questions should be asked where applicable and children should respond to these in green pen.
- Children should use green pen when editing/markings corrections in their work.
- At the end of units where applicable **Deep Marking** will take place.
- All pieces of work should have some form of marking evidence.

Feedback

- Staff to record feedback from the lesson onto **marking sheets**. These should be available on a clipboard at the front of the class for adults and then transferred to a folder at the end of each half term.
- Staff should start next lesson by addressing misconceptions from the previous lesson and moving on, or planning an intervention to address the needs of the pupils.
- Teachers to revisit and review prior learning regularly to ensure children build previous learning into their long-term memories.