

# Naburn CE Primary School



## Marking and Feedback Policy

Policy approved by Governors:	March 2022
Signature of Chair of Governors:	
Date for renewal:	March 2025

The Full Governing Body will be responsible for evaluating and reviewing this Policy.

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## **1.0 PRINCIPLES OF THIS POLICY**

Providing feedback (written and verbal) is an integral part of teaching and learning. This has the potential to be a powerful and useful means of establishing a dialogue with a child regarding the evaluation of their day-to-day progress; of facilitating an opportunity for objective assessment; and in helping the child to be fully involved in their own ongoing assessment process.

## **2.0 STRATEGIES FOR MARKING AND FEEDBACK**

Whilst there will be variations in marking procedures according to the curriculum area and the type of task performed, the following guidelines should be followed by all staff:

- a) Where possible, children are involved in the marking and feedback process. This includes verbal feedback from the teacher (7 in 7 during independent work time, group discussions or 1:1 discussions with the child), peer discussion and marking in class, verbal feedback and self-editing both during the process of engaging with written work and, at its completion. Pupils are encouraged to initial their written work when they have actioned written changes following feedback and also, when they have engaged in 1:1 discussion with the teacher or as a group to action feedback points. When verbal feedback is given, the teacher or teaching assistant stamps the child's book with 'verbal feedback given' to indicate a verbal discussion has taken place.
- b) Marking should be fair, accurate and relevant to the individual child: encouraging and recognizing active engagement with learning; celebrating good performance; and highlighting aspects which could be improved. Pink highlighting may be used to identify positive elements, whereas green will be used to indicate areas for improvement requiring further thought and revision (I.T. 'improvement' time).

## **3.0 LEARNING OBJECTIVES**

Where Learning Objectives are stated (verbal or written), focused feedback during the lesson or at its completion, will be given linked to that objective. However, children will not always be required to write out a full Learning Objective in their books and, on these occasions, an alternative heading may be used as appropriate and feedback will be given as stated above.