

# ST JOHN'S CATHOLIC INFANT SCHOOL

## MARKING AND FEEDBACK POLICY



*"Loving, Learning and Laughter Together with God"*

Article 30: "Education must develop every child's personality, talents and abilities to the full.

*"Our children will **know more**, can **remember more** and **apply more**"*

### OVERVIEW

In St John's Catholic Infant School, we will ensure that children get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and inform them of what they need to do next to improve. The methods used for marking work will be applied consistently throughout the school and will be linked to the policy on assessment, recording, and reporting.

### INTENT

1. To monitor, evaluate and review children current stages of progress, and identify their next steps for progress and improvement.
2. To give children accurate feedback on their progress and achievement.
3. To promote a positive self-image for children, in accordance with the school aims, and, through this, encourage them to value and take pride in their work.
4. To celebrate and reward children's achievement and progress.
5. To agree and set challenging targets for improvement
6. To standardise the marking procedures used throughout the school.
7. To enable children to self-evaluate their work and take responsibility for setting their own targets, where appropriate.
8. To provide evidence for assessment, recording and reporting

### IMPLEMENTATION

1. Teachers' oral and written comments and marking of work, will provide clear and easily understood feedback and encouragement for children.
2. Oral feedback should be used whenever possible and be given during lessons while the children are engaged in the learning process.
3. Feedback and marking will celebrate and reward success and let children know what they need to do next to improve.
4. Feedback and marking will result in clear targets being agreed for improvement.
5. There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective on feedback and marking, and target setting.
6. Teachers will try to give feedback and mark work during lessons when children are present.
7. Feedback will be mainly verbal rather than written.
8. Written comments by teachers should be kept to a minimum.
9. Where they are capable, children will be given responsibility for responding to feedback and recording it themselves.

10. There will be consistency of approach through verbal and written marking across the school.
11. Stickers/tokens or appropriate drawings/stamps and other tangible rewards should be given to celebrate and encourage achievement and progress.
12. In the interests of reducing teachers' work load, teachers should fit all marking within the working day (including planning, preparation and assessment time). Teachers are discouraged from taking marking off site.

## IMPACT

Marking and feedback will be carried out professionally and children will benefit from its high quality. It will be used to encourage and celebrate children's achievement and progress. It will be used to underpin clear and accurate feedback to children and parents. The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

This policy will be reviewed at least every two years or sooner if necessary.

*The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that all our school policies take account of the nine protected characteristics. We strive to do the best for all of the children and staff irrespective of age, disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender reassignment, religion/belief, marriage/civil partnership or sexual orientation or whether they are looked after children.*

*We have carefully considered and analysed the impact of our policies on equality and the possible implications for pupils with these protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.*

Revised by Teaching Staff: June 2016 Agreed by Governors on: 6 <sup>th</sup> July 2016	Reviewed by Teaching Staff on: 22 <sup>nd</sup> May 2019 Reviewed by Governors on : 26 <sup>th</sup> June 2019 24 <sup>th</sup> June 2021
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