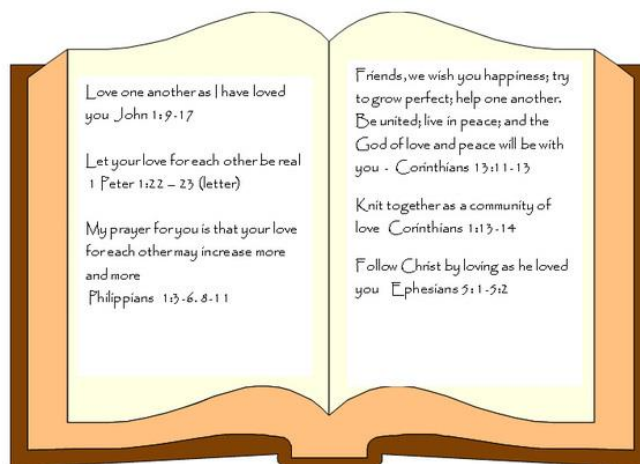




31. Marking and Pupil Feedback Policy

Policy Valid until Autumn 2022
Policy owned by the Headteacher

Grow in Love



St Joseph's Catholic Primary School

Mission Statement

For and on behalf of the Board of Governors

Headteacher

Date:

Policy status

This policy is reviewed on a Tri-annual basis.

Consultation

This policy was established and reviewed by the all school staff in consultation with the governing body.

Purpose

This policy (in conjunction with our Foundation Phase and Key Stage 2 Marking Protocols) is intended to give a framework which will guide and inform feedback to pupils and the marking of their work. Through its implementation, staff can be confident that their approach matches that of their colleagues and that pupils will experience a consistent pattern as they move through the school.

This policy must be considered in the light of the school's assessment arrangements, as marking and pupil feedback are not free-standing activities but, rather, form part of the continuum of activities which allow teachers to assess pupils' progress, to comment on standards being achieved and to guide next steps in learning.

What are our reasons for marking and pupil feedback?

- As a spur to the development of a positive self-image and to encourage self-confidence
- To monitor pupil progress
- To inform pupils, parents and teachers
- To ensure standards are maintained
- To draw attention to the high quality work being produced by pupils
- To help pupils to identify and address next steps in their learning
- To encourage pupils to set high standards for themselves and to learn the habits of self evaluation
- To reinforce teaching points
- As a checking/monitoring strategy for teachers
- To remind pupils of the standards of presentation which are expected in the school

How should we approach the marking process?

The school's policy is to use teacher comments, both written and spoken, to guide and motivate pupils. Children need to be encouraged to be satisfied only with work of a high standard. The aim is to give plentiful praise where deserved and to point out areas for improvement in a constructive manner which does not undermine the child's belief in his or her own ability.

It is important that as they progress from class to class, pupils see a consistency in the way in which teachers deal with their work. By agreeing certain basic mechanisms and procedures for marking, the staff will give children a secure and familiar marking framework. This will avoid confusion and will make it easier for children to adapt to a new teacher. Similarly, supply teachers will be clear as to the methods which have been agreed by the staff. The details can be seen our Foundation Phase and Key Stage 2 Marking Protocols.

Marking should be regular so that guidance can be given quickly to children who misunderstand or are not giving of their best. On the whole the marking will relate to the task/lesson learning objectives.

The marking process should be as individualised as possible so that pupil's specific needs can be addressed. Conversely, the level of marking should not use up valuable teaching and preparation time.

At all times it should be emphasised that it is the work which is being graded or commented upon, not the pupil. In this way, children can see that their output is capable of improvement and development and that where strong criticism is necessary, the cause can be remedied.

All staff should use red pens to mark work.

Roles and responsibilities

- Class teachers are responsible for implementation of the policy
- The governing body is responsible for monitoring this policy.

This policy is available on the school website, and in translation, on request