**St. Mary’s Primary School, Fivemiletown**

**Marking and Feedback Policy**

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Policy adopted by Board of Governors: September 2014

Policy review date: September 2016

We believe that all work recorded in books must be marked or acknowledged as soon as possible after it is completed as this shows how much value we place on children’s achievements.

We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning intentions. We would like all children to become reflective learners in order for them to improve their performance. We strive to give constructive feedback, linked to the learning intentions, when marking work in order to promote self-management and motivation.

We feel it is essential to have in place a marking code that is relevant to the phase, is consistently used throughout the school and is clearly understood by the children.

**Aims**

* To develop children’s self-esteem and motivation by showing them that we value their effort and achievement.
* To identify areas for improvement in order for children to achieve their set targets.
* To provide an assessment record of children’s achievement and progress allowing teachers to plan for the next stage of children’s learning.

**Procedure**

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| **Role of the Principal** | * The Principal will: * ensure that marking and feedback is purposeful and manageable for teachers; * monitor to ensure that marking and feedback relates to learning intentions, informs future planning and individual target setting; * ensure consistency in marking throughout the school; * provide supportive guidance for parents; * monitor and evaluate this policy |
| **Role of Assessment Coordinators** | * review and monitor by regularly scrutinizing pupil’s work and undertake moderation exercises; * provide guidance and support to all staff; |
| **Role of Teachers and Support Staff** | * Teachers and support staff must ensure: * they use the agreed marking guidance appropriate to their phase; * that their marking has a purpose and is consistent; * children receive clear feedback about their strengths and areas for development in their work; * children are encouraged and rewarded for their efforts and progress; * marking and feedback informs planning; * provide pupils with opportunities to assess their own work and that of their peers; * children know their targets for improvement; * children celebrate their achievements |
| **Role of Children** | * Children must: * understand that marking and feedback highlights their strengths and areas for development; * understand what the written feedback means; * be aware of the next steps for improvement; * be encouraged to respond during feedback; * celebrate their achievements and share their work with others |
| **Role of Parents** | * Parents must: * must be aware of the school’s marking and feedback policy; * realise that marking and feedback highlights a child’s strengths and areas for development; * use the marking as seen in their child’s books as basis for discussion on their child’s progress |
| **Marking Code** | * The marking guidance must be: * agreed by all staff; * on display in the classroom; * understood by all pupils; * consistently used by all staff; * manageable |
| **Marking and Feedback** | * Marking must: * be a manageable form of record keeping that feeds into children’s assessment records; * be undertaken with the child if possible; * focus on whether the child has achieved the learning intention for a particular curriculum subject; * Feedback must: * relate to the success criteria of the task; * lead to an improvement in attainment by highlighting achievement; * be positive and constructive; * when written be presented neatly and clearly |
| **Monitoring the Effectiveness of the Policy** | * Annually the effectiveness of this policy will be reviewed, or when the need arises, and the necessary recommendations for improvement will be made to the governors. |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Principal)

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*LAST FULL POLICY REVIEW: November 2015*

*FULL POLICY REVIEW DATE: November 2017*