

Morley Primary School

Marking and Feedback Policy

'This policy has been reviewed on … and has been impact assessed in the light of all other school policies and the Equality Act 2010.'

Headmaster: Tony Taylor

Chair of Governors: Jim Campbell

Last reviewed: February 2024

Policy Review Sheet

Morley Primary School

	Version	Date	Minute No.
Approved by Governors	1	Nov 15	044
Reviewed by Governors	2	Jan 18	574
Reviewed by Governors	3	Jan 21	624
Reviewed by Governors		Feb 24	22.01.24/28
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Marking and Feedback Policy

This policy should be a whole staff policy and practice, discussed, implemented and reviewed. Recording is intended to clearly indicate strengths and weaknesses. It includes regular moderation and reporting to pupils. Feedback can be verbal or written. It should be formative.

Morley Primary School Marking and Feedback Policy

At Morley Primary School, we prioritise the well-being of our staff while maintaining high standards of marking and feedback to support pupil progress. Our policy encompasses efficient practices that consider the workload of our dedicated educators.

1. Live Marking and Instant Feedback:

- Teachers at Morley Primary School engage in live marking, providing instant feedback during lessons.
- Feedback is given 'in the moment', allowing pupils to immediately understand and address any misconceptions.
- This interactive approach promotes active learning and encourages pupils to reflect on their understanding.
- Staff can use VF to show where Verbal Feedback has been given, however because live marking is an expectation then VF is not expected to always be shown.
-For Key Stage 2 maths, children self-live mark using Seesaw. The expectation is that children will tick if correct, however if the answer is incorrect children will reattempt the question using a purple pen. This pupil-led self-checking is checked by the class teacher.

2. Achievement Recognition:

- If a pupil successfully achieves the lesson learning objective, they are awarded a green sticker.
- The teacher will write their initials alongside the sticker to acknowledge the accomplishment.
- This positive reinforcement celebrates pupils' achievements and encourages continued effort and progress.

3. Support for Learning Gaps:

- If a pupil does not achieve the lesson's learning objective, a green sticker is not given.
- The teacher or teaching assistant will work on a one-to-one basis with the pupil to address any misconceptions or gaps in understanding.
- This personalised support ensures that every child receives the assistance they need to succeed.

4. Spelling Focus:

- Key spellings are identified during marking to emphasise their importance in literacy development.
- Pupils are encouraged to review and practice these spellings to enhance their writing skills.
- Within the writing process, time is built into the curriculum to allow children to edit their work in terms of grammar, punctuation and spelling.

5. Expectations for Work Presentation:

- All work should be set out neatly, following the modelled example provided at the front of children's books.
- The date and title should be written first, with the date on the left and the title centred and underlined with a ruler.
- Children should use the school's handwriting scheme – kinetic letters, taught at least once per week, ensuring correct letter formation and joining patterns.
- In maths books, children should use one number per square but write on the lines as normal. A short numerical date is required for maths, while a full date is necessary for all other subjects.
- Children will write in pencil during maths lessons until they receive a pen license for acceptable and joined handwriting standards.

6. Staff Well-being:

- Morley Primary School recognizes the importance of staff well-being and acknowledges that marking can be time-consuming.
- Teachers are encouraged to prioritize self-care and manage their workload effectively.
- The school provides support and resources to streamline marking processes and reduce unnecessary workload burdens.

7. Teacher Responsibility:

- Teachers are responsible for ensuring that marking and feedback are carried out consistently and effectively.
- They must provide constructive feedback that is specific, actionable, and supportive of pupils' learning goals.
- Regular monitoring and review of marking practices are conducted to maintain high standards.

8. Parental Engagement:

- Parents are kept informed about their child's progress through regular updates on marking and feedback.
- Children's work is shared on SeeSaw – our online learning portfolio – where parents, staff and children can engage with complete work and provide comments and feedback.
- They are encouraged to support their child's learning by reinforcing the feedback given in school and providing additional practice where necessary.

At Morley Primary School, we are committed to fostering a culture of continuous improvement where every child feels supported, challenged, and valued in their learning journey. Through effective marking and feedback practices, we strive to empower pupils to reach their full potential and become confident, lifelong learners, while ensuring the well-being of our dedicated staff.