



Marking & Feedback Policy



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KING RICHARD
SCHOOL

Approved by:	R Sproson	Date:	February 2020
Last Reviewed:	June 2023	Next Review:	June 2025



Aims of policy:

- To ensure feedback practices remain effective and efficient
- Continue to make a significant impact on pupil progress
- Support a balanced teacher workload to enhance work wellbeing

Richard Sproson, Headteacher:

Teachers can spend a lot of time marking, but unless we consider diverse approaches, a “one size fits all” approach to marking is neither logistically feasible or in line with the aims of the policy as outlined above. This policy is in line with our continued analysis with teachers and curriculum leaders. It focuses on marking where the input for the teacher was proportionate to the impact on progress. This was discussed at SLT Link line management meetings, during CPD inset and in consideration of the recent parent and pupil voice surveys. From this our impact marking policy grew, which focuses solely on marking for progress.

Outcomes:

- This policy supports the efficiency of current feedback practices in line with individual subject curriculum development and assessment procedures.
- For pupils, it allows misconceptions to be highlighted and gives them time to reflect and correct, promoting their individual progress.

Feedback on the policy itself will be reviewed annually and be monitored and evaluated on a termly basis.

Rationale:

- Feedback can take the form of verbal or written and can be clearly identified in relation to a learning journey All HCA's to identify a standard in terms of regularity of feedback and how this links to newly developed curriculum and assessment practices, making an impact on pupil progress
- All teachers to maintain individual marking records to evidence how their marking links to pupil progress
- Feedback will be regular as per agreement with Head of Department and Senior Leadership Team.

Quality assurance and professional development:

- SLT link meetings half-termly to discuss with HCA's current marking practices, impact, efficiency and identify next steps Each half term departmental meetings will have an agenda point to share good practice and identify strengths in marking processes and any request for further CPD/support and to identify next steps
- Analysis of the application of the feedback policy will take place through a triangulation of pupil data, learning walks/observations and professional discussion with class teachers

Other opportunities to share good practice and support the development of current practices will be built into the school calendar for collaborative development of feedback and marking processes to promote pupil progress.