MARKING & FEEDBACK POLICY

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Key information

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Verbal feedback and constructive marking helps to improve the pupils' education and raise standards. These strategies form the most useful and powerful on-going diagnostic record of achievement. Feedback and marking makes tracking of learning objectives and outcomes for individual students on a day-to-today basis manageable and feeds onto the next cycle of planning for teaching. It is also an extremely effective medium for ensuring that the students are aware of their own progress and how they can improve.

At the Greek Community School of Newcastle, we believe a feedback and marking policy, which is shared with both the parents/carers of the pupils and the pupils themselves will:

- Create a dialogue between all parties involved, ensuring pupils are at the heart of the feedback process
- Provide continuity for the pupils as they move through the school
- Signal areas of achievement/areas for development and inform future planning and target setting

Our aim is to raise the achievement and self-esteem of students by providing them with prompt, regular and diagnostic feedback about their work.

Effective Marking

- Celebrates and acknowledges achievement, progress and effort
- Motivates pupils to make progress
- Provides opportunities for prompt and regular written or spoken dialogue with the pupils
- Is meaningful and inclusive with careful attention to the requirements of all pupils including SEN, Pupil Premium and EAL pupils
- Directly relates to the learning objectives and success criteria
- Presents constructive suggestions about ways in which the student might improve
- Identifies targets to ensure progress
- Reviews agreed targets, tracking progress

- Uses the agreed marking code to ensure a consistent approach as learners progress through the school

- Supports the Schools' literacy aims

- Establishes a dialogue between marker and pupil

Effective marking and feedback for Teachers

- Plan the aspects about which they choose to comment

- Comment on positive aspects of the work and on areas for development

- Recognise effort as well as quality

- Adjust planning in light of the marking findings

- Differentiate feedback to meet the needs of all pupils of all abilities

- Review and comment on progress over time

- Review literacy skills against targets where appropriate

- Provide regular opportunities for learners to respond to feedback

- Establish an effective and meaningful dialogue with pupils

Monitoring and Evaluation

Pupils have the right to comment about marking and feedback in ways appropriate for their age.

All Teachers are responsible for adhering to the policy and regularly auditing their own practice. They are responsible for monitoring the policy through work sampling and department review as well as developing and evaluating action plans to ensure effective feedback and marking is implemented consistently across the school.

The Board is responsible for monitoring the policy through curriculum review and for monitoring the department review/action plans and conducting the whole school review.