



MARKING AND FEEDBACK POLICY

In response to OFSTED recommendations in reducing staff workload, Curdridge Primary School carried out a full review (with staff and pupils) of its Marking and Feedback policy in September 2018. This revised policy incorporates the findings of this review along with reference to best practice from other expert organisations.

In 2023, a DfE document was published '*Workload reduction in schools in England*' reporting on ways in which schools have responded to the OFSTED recommendations in 2018. At CPS we have responded to the recommendations by:

- reducing data management through:
 - reducing reporting cycles
 - reducing the amount of data inputting required by teachers
- marking and feedback, through:
 - switching to in-class verbal feedback and either reducing or completely eliminating written marking
- curriculum planning, through:
 - purchasing schemes of work to support the planning
- communications, through:
 - reducing the number of parents evenings, holding them during school time or moving them online
 - reducing the number of meetings held bringing in policies around communications during the evenings, weekends and school holidays

At Curdridge Primary School, we have based our Marking and Feedback policy on the following report: '*Eliminating unnecessary workload around marking – report of the Independent Workload Review Group, March 2016*).

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.'

At Curdridge Primary School, we recognise the importance of feedback as an integral part of the teaching and learning cycle and believe that effective feedback should be **meaningful** (to the children), **manageable** (for the staff) **and motivating** (for both children and staff).

Meaningful: 'An important element of marking is to acknowledge the work a pupil has done; to value their efforts and achievement and to celebrate progress. But there are many ways to do this without extensive marking.' Staff at Curdridge

Primary School will use a range of feedback practices taking into account age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work or task.

Manageable: 'Marking and feedback should be proportionate to the task. It should take into account the cost and time-effectiveness of marking in relation to the overall workload of teachers.' Verbal feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand; not all feedback at Curdridge Primary School will be written.

Motivating: 'Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils.' In reviewing our marking and feedback policy with pupils, most stated that they value direct verbal feedback 'in the moment' above in-depth, written feedback following completion of a task.

At Curdridge Primary School we aim to make our marking and feedback meaningful, manageable and motivating by:

- Being specific, accurate and clear
- Encouraging children to correct their own mistakes, rather than providing correct answers for them
- Using a range of feedback practices e.g. brief written comments; verbal feedback; peer and self-assessment
- Recognising that verbal feedback 'in the moment' is a valuable means to improving children's work by celebrating what has been done well or giving prompts/guidance to improve or to challenge
- Giving written feedback sparingly so that it is meaningful
- Encouraging and celebrating success and effort
- Making best use of marking time to better determine the next steps for every child.

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

The Teaching, Marking and Feedback Cycle at Curdridge Primary School

Our aim is to use the following good practice approaches to ensure that:

- Children are provided with timely and purposeful feedback in order to further their learning
- Teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

