



Cropredy Feedback & Marking Policy

At Cropredy school, we believe in giving feedback to the children in the way that is most effective for both teacher and pupil. Because we recognise that all children are individuals with individual needs, we utilise our time and energy in order to make the greatest impact on the lives of each child in the way that is best for them. With the Christian ethos at the heart of all that we do, it follows that the all-round development of our children is uppermost in our minds.

We always start by asking ourselves:

Why are we giving this feedback?

How will this feedback help our children to become more positive learners?

How can we vary our methods of giving feedback so that they can benefit every child?

We feel that we can achieve all of these by developing personal responsibility; fostering a respect for individuals and making clear that good progress and achievement are expected and celebrated.

At Cropredy school we want to:

- Motivate the child by showing them that their work is valued and has been attended to;
- Show that we can see an opportunity to move learning on by;
- Addressing a misunderstanding;
- Reinforcing a skill or key piece of information;
- Extending a child's understanding or ability to do something.
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To ensure that we reach every child

Feedback at Cropredy can take a number of forms:

Sometimes, lots of children will benefit from a next step comment; other times, no one will.

As a school, we encourage teachers to use their professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when work needs highlighting, or when a next step comment is the right approach. It goes without saying that this judgment is based on what will most positively impact that child's progress.

At Cropredy school, we regularly have 1:1 teacher- pupil feedback sessions (conferencing).

This is where, when a child has finished their work, they can sit down, read it out or show it to their teacher, having a conversation about what works well and what could be improved.

This gives the child a sense of being listened to and shows them that their thoughts and ideas are valued.

Similarly, they might also do this with a peer. Children at Cropredy school may self or peer mark work. We feel that critiquing and editing their own and others' work is a valuable skill which promotes personal responsibility and respect for each other. In such cases, the teacher will check and record all marking, using it as an assessment tool which will inform future planning, just as they would if they had marked it themselves.

Teachers also have a simple shorthand code which they use as a quick way to alert children of any errors. This code is consistent throughout the school and is displayed in each class.

We believe that giving each child a chance to respond to feedback gives them an opportunity to challenge themselves and is vital for their development. They regularly have a chance to do this, either in written form, as a response to in-depth marking, or verbally, during feedback sessions.

Whole class marking, in response to reading comprehension questions for example, can also be enormously beneficial, giving the children a chance to share their answers 'publicly' for the benefit of others in class, respectfully listen to the contributions of others and as an opportunity to talk through and debunk common misconceptions.

Our Christian principles allow us to be caring, creative and challenging in our feedback, and in all our learning.