

**Cambois Primary School**

Feedback and Marking Policy

Created/reviewed 28th November 2017

Next review November 2018

GB approval approved

It is our intention at Cambois Primary School that the marking policy should serve to assist in children’s progress and support teacher’s assessment for learning.

**BASIC PRINCIPLES**

1. Marking and feedback to children’s work needs to offer positive benefits to teachers, children and parents.
2. Verbal feedback has huge benefits and should be used as the main form of feedback especially with the youngest pupils in school. Verbal feedback should be concise and relevant to the learning taken place. (e.g. I love that you have ordered numbers to ten – next time can you order numbers to 15)
3. All marking needs to be positive, constructive and show a way forward. If marking and feedback do not move learning forward then it should not be used.
4. Marking should be characterised by its fairness and consistency. It should reference the learning taking place and the intentions of that lesson.
5. Marking should have a target setting element with criteria for marking being established before work begins and marking is done. Work should have a success criteria to refer to.
6. Marking and feedback needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them. It should reflect the needs and abilities of the children, at that time.
7. Some marking can be done with the child so that he/she can see what has been achieved and how to move forward. This should be recorded with the child.
8. Not all pieces of work need to be marked individually. There are occasions when children can mark their own or each other's work. Teachers may check work with a group of children, but each child’s work should be dated and initialled as recognition of marking, or verbal feedback.
9. Marking should indicate whether the work is independent or adult assisted. HMI codes show the level of assistance or support from a teacher or the use of a teacher assisted stamp should be used to show that the children have not achieved that learning independently.

**WHY DO WE MARK and why do we give back feedback?**

We mark children’s work:

* To identify/check and monitor progress.
* To provide appropriate feedback to children.
* To take each child further guidance and support in his/her learning.
* To improve each child’s confidence.
* To give encouragement.
* To provide evidence of assessments made for future learning
* To aid curriculum planning.
* To recognise and celebrate achievement.
* To identify the need for greater support or more challenging work.
* To involve parents in reviewing their child’s progress.
* To help in reporting to parents.
* To help children become more aware of the criteria for assessment.
* To help children to recognise important aspects of the work they are doing.

**HOW DO WE MARK?**

* Standards of presentation must be high – the beginning of each term and particularly the beginning of the school year standard should be set and feedback should be given to acknowledge this.
* Children’s work should not be smothered in comments and symbols but rather reinforce the learning intention. General comments need not be used. No ‘good work’ comments should be made.
* Children’s work, no matter how unacceptable, must not be removed from books – rather it must remain in order to allow comparison and to provide clear indications of progress made.
* Comments made must be intelligible to the children. Teacher’s handwriting must be legible and easy to read for all children. If comments have been made in younger children’s books then these need to be read to them so that it has purpose.
* Celebration assembly is the time to celebrate an outstanding piece of work, improved work or effort.
* Avoid negative words or comments in writing whenever possible. Bland ‘good girl/boy’ comments should never be used.
* Children should be encouraged to read their teacher’s comments and respond appropriately. If they are unable to read the comment, an adult should read it for them. They should respond in purple pen.
* Marking should be regular – no more than 2 pieces of work unmarked in one book at any one time.
* Verbal feedback should include a targeted comment. If verbal feedback has been given, the piece of work should be marked **VF**.
* Children may be asked to practise high frequency words if they are spelt incorrectly. These will then be logged in the back of the English book to refer to
* It should be stated if a piece of work has been supported.
* All marking will be carried out in green pen.
* Literacy and Numeracy marking should contain two areas of strength and one area for improvement – 2 stars and a wish. Highlighted green for successes and pink for the area to improve.

How will feedback and monitoring be monitored

* Books and scrutiny of work will take place at least every half term by all leaders
* The Headteacher and Assistant Headteacher will speak to children about their learning, feedback and the marking in their books every half term as well.
* Governors will conduct book scrutiny.

**Target setting**

**English**

Targets will be set from year 1 – year 6 in the following way.

The ‘cold’ write will be marked and targets identified from this for that individual child. They must be specific, SMART and measurable and really focus on what the children are going to work on over that block of literacy. They should be reviewed and referenced throughout. When it comes to the ‘hot’ write task these should then be displayed again and used as an assessment of progress tool. These should be coloured in the style of the school systems. Green, achieved, amber, partly met and yellow not met. This should also be allocated a numerical value so that we can allocate a writing progress score. (2 achieved, 1 partly met and 0 for not met.) This will then give us a measure through the year to see the progress pupils are making.

**Maths**

As English 3 targets should be given following the pre-unit assessments. What do the pre unit tests tell us? What do the children need to do to move forward in their Maths? These targets should then be reviewed in the end of unit test. Colour coded and numerically as above.

**Science**

A pre-unit test should be completed. 3 targets set and a post unit test completed and recorded in the Science books to show the progress made. Again this should be colour coded and numerically recorded as a method of progress and showing impact of the teaching and learning.

**Target Setting – Early Years**

As the practice and systems are different in the Early years they will continue to set day by day challenges and targets for each piece of adult led and independent work that is recorded.

When observations and data is inputted a detailed gaps analysis will be completed and individual targets for individual children will be used by all adults to move them forward in all areas of the Foundation Stage Profile.