

Cavendish Church of England Primary School



Marking and Feedback Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Spring Term 2022
Date to be Reviewed:	Spring Term 2023

Our Vision

In our school our Christian vision shapes all we do.

Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

How we respond to children's work

Challenge: Children's feedback should reflect challenges met, and provide support for current learning challenges including misconceptions.

Creativity: We respond to children's creativity and expression within their learning.

Compassion: We show both sympathy and guidance for when learning presents barriers and are flexible and inclusive in helping to overcome these.

School Aims

- to ensure that the marking of work/responding to work is positive and constructive
- to encourage pupils motivation, self-esteem & self-evaluation
- to enable children to know how well they have done and whether their task objectives have been met
- to show children what they need to do next to further their progress and learning
- to enable the teacher to check if the learning objective has been met
- to use marking to identify future targets and areas for development
- to communicate progress to parents, and others
- to inform recording, reporting and assessments
- to aid standardisation across the curriculum and Key Stages

Strategies

In responding to pupils' work, we may:

- mark children's written work
- display work
- use work of one pupil or group as an example to inform the success criteria
- use open-ended questioning to extend learning and challenge
- provide spoken feedback or discussion (teacher with child or children discussion)
- share work including formal & informal presentations, utilising technology
- seek peer response to pupils' work
- praise
- use of house point/achievement system
- use celebration assembly to provide opportunities for whole school to share success and see samples of good work
- use work sampling
- use classroom observation
- check that teachers' evaluations and assessments inform future planning
- compare against standards files and age related exemplars

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- use national curriculum statements, standardised portfolios and other materials released from the DfE.
- review the policy annually

Topic

One topic book is expected per term. The topic book should reflect the cross curricular approach and evidence application of English skills, maths, science and RE as appropriate.

There should be several examples of extended writing.

Presentation is important. Consider what you want the children to produce and how this can be best presented. Leaflets, posters, templates for newspaper reports, letters that tuck into envelopes add a sense of pride and excitement to the work. Topic should start with mind map of existing knowledge and questions to find out.

RE

RE is seen as a core subject and should have a weekly entry or equivalent. Children should have opportunities to display their skills in both attainment areas, and should be given opportunities to respond personally. As an Artsmark School, time is expected to be given to encourage an artistic approach to recording and evidencing learning. RE curriculum is set by Suffolk County Council and the school uses the framework recommended by the Diocese. These should inform teacher planning to ensure appropriate opportunities for learning and assessment.

English

Our expectations of children's ability to communicate should be individual to the child, age expected but aspirational. As such our expectation is that the same skills will be demonstrated in written work across all subjects, and focus for marking in those subjects should also include spelling, grammar, handwriting across a period of time.

Handwriting – introduced in EYFS and should be fully joined by year 2, with lead ins. Letters in foundation stage should be clearly formed to ensure a good phonic and visual link.

Children must have appropriate opportunity to apply phonics knowledge in spellings, eg, dictation, word mats, dictionaries. Work in all subjects should be marked for correct spelling of specific vocabulary and words for the age related list and common exceptions.

Maths

Maths books should have a margin of 2 squares. One digit should be written in each square and close attention paid to presentation and layout. This underpins later requirements for vertical algorithms and formal calculations.

Space should be given for working out and jottings.

Each stage of calculations should be on a new line.

Must have evidence of problem solving and discussion of reasoning.

Word problem questions should always finish with a sentence or phrase to contextualise the calculation, eg, 15 bananas; can have 7.4 but cannot have $\frac{1}{2}$ a tent so 8 tents are needed. You would not round down for this. True or false statements allow children to display understanding required for greater depth. Children should be given time to explain their reasoning and thinking and so evidence mastery.

“I can...” statements & Success Criteria

For marking to be meaningful, evaluative and inform future development, children must have a clear understanding of the learning intention for each lesson (I can..), *how* this can be achieved and *what* this will look like (the success criteria.) Phrasing the learning intention within an “I can” statement automatically invites reflection and the end of the session to ascertain the truth of this statement. The

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success criteria should be discussed with children so they have an explicit understanding of the task required of them. Children should have an awareness of how this fits in with wider learning and make connections across subjects. It should be short and skills based.

I can use paragraphs:

Success Criteria: this will be discussed as part of the lesson – a written prompt may be supplied.

Children should have a clear understanding about key facts and vocabulary which form part of required retained knowledge.

Written marking codes

Children’s work is marked using a coloured pen so teacher comments are easily identified. Next steps are set at the end of a piece of work, where appropriate, and the next step itself should also be marked or acknowledged.

Work **MUST** be marked regularly to inform planning and progression. This may be reviewed through written or oral feedback, class marking or peer marking.

The following codes are to be used throughout the school and should be explicitly shared with the children.

√	Good point, example of objective, punctuation, vocabulary
Coloured circle	Incorrect or missing punctuation, use also for capital letters
^	Missing word
Sp in margin; word or part word underlined	Incorrect spelling Key words, key stage word lists, subject specific
//	New paragraph needed
Sticker	Reward for effort/achievement
HP	House point awarded

Layout of books is also important to ensure continuity throughout the key stages, to foster pride in each individual’s work and to assist clarity for review. Class teachers should use the following to ensure whole school consistency.

DUMTUMS – Date, Underline, Miss-a-line (margin), Title (or I can..), Underline, Miss-a-line, Start. If margins are not pre-printed, they should be drawn in. Margins are required for all books including Maths.

Feedback

As part of individual learning children should be set a “next step” as appropriate at the end of written work. This should provide an opportunity for one of the following: consolidation, correction, extension, target linked application, cross-curricular application. Children have a timetabled slot to respond to their next step daily, and a learning dialogue should be evidenced within pupil books.

Next steps can be orally discussed in which case the code VF inserted next to written work.

EYFS next steps are for adult planning and are linked to DM and EYFS outcomes.

→ positive praise point explaining, why the work is good

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→ next step – requires an active response from the child

Pupil Self-evaluation

Children should be given opportunities to review and edit their work. Verbal feedback is sought within a lesson to ensure children are confident and able to explain both their task and how they will meet it.

Editing and checking for spelling, punctuation and vocabulary are a key part of the writing process and explicit time should be given for children to do this.

Each half term children are invited to complete a self-evaluation about their learning which informs parental consultation and teacher assessment.

Children's self-evaluation is also sought through book discussions, display work, governor visits, subject leader discussions and surveys.

Progress in learning

For some subjects, teachers may wish to capture prior knowledge to inform starting points. Any assessed piece within subject books should be clearly labelled. Written work for assessment portfolios may not be marked for improvement by adults. Formal assessment should be analysed carefully to inform future planning as well as achievement, so children and staff are not overly burdened by the assessment process.

Remote Learning

To ensure children retain skills for Google classroom, homework is set regularly on this platform in addition to use for Covid related reasons.

Work on Google classroom will be reviewed regularly, but children and families will need to be aware that class day time reviews will not be possible when the class teacher is teaching on site. Software such as My Maths and RM Maths is used and children benefit from instant feedback.