



HAWTHORN PARK COMMUNITY PRIMARY SCHOOL

Where Care and Learning Count

Headteacher: Mrs Jeni Houghton



Assessment, Marking and Feedback Policy

Introduction

The policy sets out a developed approach to assessment, marking and feedback. This reflects our intention to offer pupils focused feedback on their work which highlights their successes and indicates how and where improvements can be made. It is closely linked to the principles of Assessment for Learning and relates directly into the assessments and tracking for the school.

We aim to raise pupils' self-esteem through celebrating their success in a visible way, and through allowing specific time for them to make improvements which can then be recognised and praised. We believe that pupils' high self-esteem is essential for raising levels of attainment.

We recognise that verbal feedback is also an essential method of offering pupils the support to make improvements and raise attainment, and is particularly effective at the Foundation Stage. The marking and feedback policy progresses in detail as pupils' abilities progress throughout the school. It sets out clear frameworks for staff to follow when marking and feeding back to pupils on their work.

Aims

- To deliver time efficient and effective marking to support pupils' progress.
- To recognise and positively reinforce good work.
- To identify mistakes and misconceptions for pupils to act upon.
- To ensure that marking and feedback moves learning forward.
- To support staff in providing effective methods to deliver feedback.
- To make accurate assessments of children's learning, to promote rapid progress, through the use of assessment for learning within lessons and assessment of learning at ½ termly periods.

Marking and feedback

The Expectation of Pupils

- Read and respond to the comments/symbols made by adults in their books in designated feedback time or through live marking.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- To not use graffiti, doodle or scribble on or in books.
- Underline titles using a ruler and do not leave unnecessary gaps.
- Take time to correct and finish off work where appropriate.
- Cross out (with one line through the work) mistakes using a pencil / pen and ruler.
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them.
- To not use felt tip pens in workbooks.
- Use pencil for drawings or diagrams.
- When providing peer feedback, pupils should be respectful of one another's work

Whole School Strategies

- All work must be marked efficiently and effectively to support progress.
- Each piece of work should be accompanied by a printed learning objective, success criteria and date.

- Marking symbols should be shared with pupils so that they understand what they represent.
- Printed learning objectives must also have boxes for Teacher and Pupil (self) assessment. These must be completed for each lesson by the pupil (through self reflection) and the teacher (through the marking process).
- Work marked in green represents positive outcomes.
- Work marked in pink represents areas to be improved/acted on.
- Identified work (green and pink) should be supported with a comment or symbol.
- Work must be marked towards the learning objective and success criteria.
- Pupils should be given opportunities to reflect and improve on their work. This includes time at the end of the lesson to complete the self assessment against the success criteria.

Pupil response to marking and feedback

- Specific time for pupils to respond to feedback given to them by their teacher should be included within each lesson and should be for a maximum of 10 minutes.
- Pupil response to marking and feedback should subsequently be marked for accuracy by the teacher.

Reception and Year 1

- All work that is produced in a work book must be marked.
- Each piece of work should be acknowledged with at least 1 green symbol and a pink symbol.
- Symbols (see Marking Crib Sheet) should be used when children are unable to read a written comment.
- If verbal feedback (VF) is given to a child during active marking it should be accompanied with a symbol/small comment.
- A heavier focus on live marking will enable pupils to act upon the feedback they are given.
- Towards the end of Year 1 the majority of pupils should be encouraged and able to respond to written feedback independently.

Year 2 to Year 6

- Each piece of work must be marked with a green symbol or comment and a pink symbol or comment.
- Symbols (see Marking Crib Sheet) should be used when children are unable to read or fully understand a written comment.
- If verbal feedback is given to a child during live marking, bullet points on what was said should be evident along with the VF symbol.
- A focus on live marking will enable pupils to respond better to the feedback they are given.
- Work can be marked by pupils (either through self-marking or peer-marking): this still needs to be checked by the teacher.

Example of Printed Learning Objective, Success Criteria and Date (S=Self, T=Teacher)

	Date	
Learning Objective	S	T
Success Criteria (HA)		
Success Criteria (MA)		
Success Criteria (LA)		

Role of Other Adults

Teaching Assistants are encouraged to work alongside teachers to support marking and feedback, particularly when they have been working with selected groups or individuals. This can be done in the form of live marking (while the pupils are completing the work) in pencil. If a Teaching Assistant is scribing for a pupil this should be in a blue or black pen. Teaching Assistants who regularly cover teaching staff (through PPA, Leadership Time or NQT time) are expected to mark the work that they have taught following the Marking and Feedback Policy.

Supply teachers should follow the Marking Crib Sheet to mark the work they have taught that day. If a supply teacher is in the school for long-term cover they are expected to follow the full Marking and Feedback Policy.

Homework

Homework should always be marked; the use of stickers can be used for positive reinforcement.

Each piece of homework must be marked with a green symbol or comment

It may be appropriate, on occasion, to provide a pink symbol or comment.

Assessment:

Assessment for learning is used in every lesson to ensure that the teaching needs the needs of the learners and ensures that progress is made. Planning is adapted in the light of any significant changes and marking comments support the children to understand what they need to do next.

Assessment of learning includes a range of testing materials as well as activities such as weekly spelling tests. These are documented in the appendix to this policy. The data is captured in the school's assessment database, Integris, but also in gap analysis proformas for writing and maths, for example.

Parent formally receive feedback on their child's learning, both academic and learning behaviours in:

- Face to face meetings in October and March
- Through a written report during the summer term.

Monitoring

All books will be included in the school's monitoring cycle to ensure that progress is clear within all books and that the Marking and Feedback Policy is being followed consistently. Assessment data is moderated with staff as well as by the SLT and the headteacher.

Policy shared with staff: January 2019

Reviewed: January 2019

Next Review Date: June 2020

Marking Crib Sheet

Code	Explanation
	Finger Space
A	Capital Letters
.	Full Stops
I	Independent work
TA	Teaching assistant supported task
VF	Verbal Feedback
SP	Spelling mistake
P	Punctuation Missing
	Positive acknowledgment/comments
	Area for development/comments
	Self/peer editing/marking
	Scribed work