

COMPTON ALL SAINTS' C OF E PRIMARY SCHOOL

Feedback and Marking Policy Spring 2022

Compton All Saints' aspires to the highest possible attainment for all of its pupils and is committed to constant improvement across all areas.

All its work is underpinned by its core values of compassion, gratitude and honesty.

Policy Statement

High expectations of pupils' progress and attainment are a key part of Compton's ethos and vision. It is our aim to ensure that pupils, staff, parents and governors work together to enable all pupils to achieve maximum progress, begin to take more responsibility for their own learning and realise their potential in both senses of the word.

Constructive feedback within the lesson is an essential part of this process. Pupils make successful progress and are fully engaged in their learning if they understand what they need to do to improve in the moment. 'Live' feedback also helps children to become resilient learners, enabling them to move on quickly from their mistakes, and teachers to adapt the lesson in response.

'Constant improvement is better than delayed perfection.'

Mark Twain

Marking – agreed procedures

- Teachers use marking symbols and stamps to indicate mistakes and what a pupil is to do next – see appendix 1.
- All work is assessed, but feedback is given by the teacher in different ways: marking for specific assessment requirements and verbal feedback carried out during classroom tasks. Research shows that constructive verbal feedback is most effective at improving rates of progress and so this will be used as much as possible within class lessons. Where there has been discussion/feedback between pupil and teacher, 'VF' (verbal feedback) is written on the page.
- Children sometimes mark their own or each other's work. The latter is indicated by initials.
- All children (except Year R pupils) use purple pens to indicate where corrections or improvements have been made.
- In the Early Years and KS1, weekly objectives are stuck in books for English and maths. In KS2 'Can I?' questions are used for all subjects at the start of a piece of work.
- Feedback will generally relate to objectives set either at the start of the unit or through the 'Can I?' question. In longer, more in-depth pieces, several aspects may also be marked and assessed.
- Each class has a clear system to indicate where good progress has been made and what a child's next steps should be. Improvement time is given for children respond to feedback and marking and edit/practise/refine their work.
- Work is shared and celebrated regularly in classes.

Monitoring

Subject leaders check that the marking procedures are working through:

- Regular work sampling and scrutiny across the school;
- Examining the progression made by children following specific feedback;
- When subjects are in focus, leaders use ~~Using~~ conferencing and feedback from staff and pupils to see if adjustments need to be made.

Signed:
Headteacher

Date:

Signed:
Chair of Governors




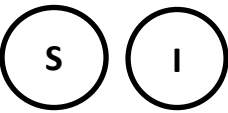

Date:

See below for Appendix 1 – Marking Symbols

Marking Symbols

Appendix 1

The following codes are used for marking. As the year progresses there will be less supported marking and children will identify errors themselves, correcting them independently.

Key Stage 1		Key Stage 2	
VF	Verbal feedback has been given for this work by this member of staff.	VF	Verbal feedback has been given for this work by this member of staff.
	Improvement time – children will need to respond. Hedgehogs class		Improvement time – children will need to respond. Falcons and Foxes classes
	Indicates what children need to do to improve in subsequent lessons. Ladybirds class		
	Indicates whether work is supported (S) or independent (I).		Indicates whether work is supported (S) or independent (I).
			LKS2: Children indicate via their lesson objective how positive they feel about the work they've done.
		SA	UKS2: Children write a self-assessment.
A word underlined or 'Sp' in the margin. No specific Sp shown.	Spelling mistake which needs correcting. At the start of the year the word is underlined. As the year progresses, 'Sp' is written in the margin so the children identify the word themselves. At the end of Year 2, pupils are expected to self-edit.	A word underlined or 'Sp' in the margin Or No specific 'Sp' shown	Spelling mistake which needs correcting. At the start of the year the word is underlined. As the year progresses, 'Sp' is written in the margin so the children identify the word themselves. All pupils are expected to self-edit.

'G' in the margin.	Grammatical error: phrase or sentence doesn't make sense.	'G' in the margin.	Grammatical error: phrase or sentence doesn't make sense.
'P' in the margin.	Punctuation error or omission.	'P' in the margin.	Punctuation error or omission.
		//	New paragraph needed
		^	Missing word
		CL	Incorrect use of capitalisation
'?' in the margin	Can't read this!	'?' in the margin	Can't read this!

See appendix 2 below – Assessment Timetable

Assessment Timetable

	Autumn	Spring	Summer
All year groups	October – Parents’ Evening November –Phase 1 data drop and report slips December – Pupil Progress mtg	March –Phase 2 data drop March – Parents’ Evening and report slips March – Pupil Progress	June –Phase 3 drop June – Pupil Progress mtg June – End of year reports and parents’ evenings.
Year R	Reception Baseline Assessment	Internal progress check	Internal progress check Foundation Stage Profile July – Dyslexia Screen
Year 1			June – Phonics test
Year 2			May – SATs June – Phonics re-takes
Year 3			
Year 4			June – Year 4 multiplication tests
Year 5			
Year 6			May – SATs
SEN	Education Health Care Plans (EHCP) are reviewed annually. In certain circumstances an interim review can be held. Personal Learning Plans (PLP) are reviewed termly as part of the Assess, Plan, Do, Review process and standardised tests in literacy and numeracy may be used to measure progress as appropriate.		