

Himbleton CE Primary School and Nursery



Nurture, Nature, Knowledge:

***Enabling inquisitive thinkers and inspired learners with
kind hearts.***

“Faith, Hope, Love...the greatest of these is Love.” (Corinthians 13:13)

***“So in everything, do unto others what you would have them do to you.”
(Matthew 7:12)***

***“Wise men and women are always learning, always listening for fresh insights.”
(Proverbs 18:15)***

MARKING AND FEEDBACK POLICY

Marking and Feedback Policy

Purpose:

- To explain to a child what they have done well and what needs to be improved.
- To raise standards of achievement by clearly signposting both successes and improvements needed.
- To ensure all children understand what they need to do to improve this particular piece of work and their skills for future pieces of work.
- To close the gap between what the children have been asked to do (through the success criteria) and their performance.

Approach:

- All pieces of work will have a typed learning label at the beginning. This will include the date (short for Numeracy, long for English and Theme), the learning objective and the success criteria for that session. 'Cold Write' sessions should have a typed context overview which includes the date.
- Children's work should be marked against the learning objective and success criteria for a lesson and personal targets (when appropriate).
- A triangle system will be used to show the extent to which the **learning objective** has been met:
 - Full triangle= fully met
 - Two sides = partially met
 - One side = has not met.This will inform teacher assessment, specifically in relation to depth of learning.
- Green and pink highlighter will be used to mark **each point in the success criteria**: green identifies those points which have been achieved; pink identifies those which have not. The main purpose of this is a visual representation for the children.
- Green highlighter will also be used to signpost successes **within the work** linked to the criteria; pink highlighter will be used to signpost specific required improvements **within the work** linked to the criteria.
- The above three points will be carried out for every piece of work in Numeracy and English and at least every other piece of work in other subjects.
- **At least three** pieces of work in every sequence of learning in Numeracy and English will also include written feedback. In other subjects, **at least one** piece of work in every sequence of learning will also include written feedback.
- Written feedback must be specific: e.g. 'good effort' is not sufficient – what has been done particularly well? Positives should be written in green pen; next steps/challenges should be written in pink pen and require an action from the child. The child should respond using a 'purple polishing pen'. **All** written feedback will be in handwriting that models the school handwriting expectations.

In addition:

- Where verbal feedback has been given, the code 'VF' will be used, along with a short sentence outlining what was discussed.
- Individual calculations will always be marked in Numeracy.
- Staff will indicate where they have provided a high level of support individually or with a group using the code 'SW' (denoting 'supported work') so that this can inform teacher assessment when tracking progress.
- Peer feedback may be used in a maximum two curriculum sessions per week, using a focused reference grid (age-appropriate).
- Working Walls in Literacy and Numeracy will provide **clear feedback** to children, showing what is needed to be successful, including clear models e.g. 'what a good one looks like...' (WAGOLL). Working Walls will always be linked to the current sequence of learning.