



# Caversham Preparatory School

## Policies and Procedures

### 709 Marking and Feedback Policy

## Marking and Feedback Policy

### Introduction

Marking and feedback is an essential element in learning. It becomes an effective teaching and learning tool when children are shown what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas. To be a successful learning tool it must be embedded in the school's value system and integral to everyday practice.

This policy includes children in the EYFS.

### Aims

- Celebrate children's successes, demonstrating that their work is valued.
- Provide meaningful feedback to the child to improve understanding and learning.
- Stimulate correction of errors or improvement in a piece of work.
- Encourage children to become independent learners, self-evaluating their own and other's work.
- Develop a culture of continual improvement.
- Link Assessment for Learning (AfL) with Target Setting and Assessing Pupil's Progress. (APP)
- Assist in the assessment of a child's performance, providing a record of achievement for the children, their teachers and parents.

### In addition to this marking and feedback should:

- Be consistent across the whole school.
- Relate to the learning objective or success criteria agreed at the start of a lesson or series of lessons. (AfL)
- Support the achievement of individual curriculum targets. (AfL)

### General Guidelines

Children should always be made aware of the assessment criteria the teacher is using to mark the piece of work at the start of the lesson. Learning objectives and success criteria should be shared with all the children. Teachers should give feedback about how well individuals or groups have done based on these criteria. Work should be marked and returned to children as soon as possible and is practical, so that corrections and improvements can be made. Children should be given time to read and think about their marked work, before moving on to the next piece of work. Children in KS1 may need to have their comments read to them.

### Types of marking and feedback

- Continuous oral classroom feedback – this will be to the class, groups or individuals during the course of a lesson with reference to the learning objective and success criteria. Other comments may be made to individual children during the course of a lesson that do not relate to the learning objective but may be part of a child's individual target e.g. to use capital letters accurately.



## Caversham Preparatory School

### Policies and Procedures

#### 709 Marking and Feedback Policy

- Marking orally - Teachers will mark with the child present against the learning objective and success criteria giving positive feedback and offering ideas for a 'closing the gap' improvement.
- Acknowledgement marking – with very little detail. Just to show that you have looked at the work and a short encouraging comment will suffice, e.g., where the child has expressed their feelings in a PSHE lesson; a timeline in history.
- Cloze marking – when there is a right or wrong answer. This marking is possible using peer group partnerships and response partners during lessons, e.g., a times tables test, maths activities.
- Developmental marking – where successes are highlighted and an improvement suggested.

### The following features should form part of Developmental Feedback and Marking:

- Indication of an area where improvement can be made.
- Reminder prompts – a simple reminder of what could be improved; for example, 'What else could you say here?'
- Scaffold Prompt – provides some support, for example 'What was the dog's tail doing?', or 'why do you think the girl had that expression on her face.'
- Example Prompt – gives the child a choice of actual words or phrases, for example; 'Choose one of these: The worried man ran headlong down the deserted street / Anxiously, the man careered down the empty streets.'

#### Pink – Tickled Pink

Whether marking orally with the child or at distance, the teacher will identify whether the child has reached or exceeded the success criteria (where they are tickled pink). These successes may be identified by writing a positive comment in pink or may just be ticked in pink next to the success criteria.

#### Green - Green for Growth

In addition to highlighting the successes, the teacher will identify areas for improvement linked to the success criteria and personal targets. This improvement should be specific and easily understood by the pupil. These areas for development are identified by writing a comment in green or may just be a dot in green next to the success criteria, indicating that certain success criteria were not fulfilled.

It is the teacher's professional judgement as to whether it is necessary to write feedback in detail, ticking and dotting success criteria or whether it may be more appropriate to give oral feedback. Whatever form of feedback is given, pupils need to be given the opportunity follow up on comments in order to improve their work and/or understanding. Ticking and dotting of success criteria is the minimum form of feedback and marking for all written work.

**The following marking guidance should be used by all practitioners, taking into account when the marking takes place within the sequence of teaching and the developmental stage the child is at.**



## Caversham Preparatory School

### Policies and Procedures

#### 709 Marking and Feedback Policy

### Spelling

The following strategies are to be used throughout the school, appropriate to the age and stage of the child's development and the purpose of the writing. Adults draw children's attention to high frequency words first and then words that are available for reference, such as topic words displayed on display or word banks.

- Mark making, letter strings, early developmental writing - a correct version is written under the child's writing by an adult.
- **Emergent spellers** – choose and write 1 or 2 high frequency words which are consistently misspelt. Children to practise writing the words under the adult's writing at the bottom of the page. It may be that these words also form spelling homework.
- **Confident spellers** – underline the misspelt words (up to 3 words) and ask them to find the correct spelling using the word banks or a dictionary and record this at the bottom of the piece of writing.
- **More Confident Spellers** – practitioner to write SP in the margin to indicate misspelt words (up to 3 words) and ask them to find the correct spelling using the word banks or a dictionary and record this at the bottom of the piece of writing.
- **Ambitious vocabulary** for the child's stage of development which has been incorrectly spelled should be underlined, given one tick to acknowledge its use and correct spelling should be given for future reference.

### Grammar

- In accordance with the child's stage of development, circle incorrect use of upper- or lower-case letters moving towards indicating in the margin an **upper or lower case Aa in a circle**.
- In accordance with the child's stage of development, circle incorrect use or missing punctuation, moving towards indicating in the margin within a **circle** the missing punctuation mark and then later just a **p in a circle**.
- Underline the word with a wiggly line which could be improved. Children to write new word above the underlined word in **purple pen**.
- Where there is incorrect use of tense, a **t in circle** will be written above the word, moving on towards a **t in a circle** in the margin.
- Indicate the need for a new paragraph with // - within the sentence and then within the margin.
- Around a sentence that is grammatically incorrect or does not make sense, **square brackets** should encase all that needs to be corrected below.

### Marking Writing for Assessment Purposes

When completing independent work that will be used for writing assessment, marking and feedback has to be limited. Grammar, punctuation and spelling **cannot** be directly pointed out but the pupils can be encouraged to check their work for such mistakes. For their work to be independent, it has to be independently edited and / or redrafted by the pupil. This may be in response to self, peer, or group evaluation. The pupils can be encouraged to use classroom resources such as dictionaries, thesauruses, word banks, classroom displays, books or websites for support or ideas to improve their writing. General statements about what may be missing, such as a problem being missing from a story, but pupils cannot be directed to change specific words for greater impact or add in speech marks, etc.



## Caversham Preparatory School

### Policies and Procedures

#### 709 Marking and Feedback Policy

### Self-Assessment

Opportunities are planned to allow all pupils to self-assess their learning against the learning objective and success criteria both during and at the end of the work. During the lesson, pupils should be encouraged to check their work against the success criteria to ensure they are trying to adhere to it. Then at the end of a piece of work, the pupils are asked to use a traffic light system to identify the extent to which they feel they have met the learning objective and success criteria.



I haven't met the LO/SC

I don't understand and need to go over this again with my teacher.



I have nearly achieved the LO/SC

I understand but need a little more help/practise.



I have achieved the LO/SC

I have an excellent understanding and can move on.

Pupils may write a self-assessment comment at the end of their work and in which case this is indicated with a **SA in a circle in the margin**.

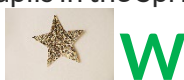
### Peer-Assessment

Pupils should be given opportunities to peer assess work. Pupils should be given advice on the types of comments which are appropriate and should link to the learning objective and success criteria. Write **PA in a circle in the margin** to indicate work has been peer-assessed.

### EYFS Stage

In the Foundation Stage the pupils will have targets and will use the traffic light system with teacher led support. All teacher led work will receive verbal feedback from an adult. Written feedback will be given as a **star and a wish**. This approach will be used with those children who are able to understand e.g. more able pupils in the Spring Term. Peer marking and wishes will be

introduced through a group discussion.



Marking Codes – See below

### Monitoring, Evaluation and Review

This policy will be monitored through further consultation of staff and through planned reviews by the assessment coordinator via a book scrutiny and by subject coordinators when they monitor the coverage of their subjects.

Reviewed: September 2018

Caversham Preparatory School  
16 Peppard Road Reading RG4 8JZ  
Operated by Innova Schools Ltd  
Registered in England Co. No. 5787165

Telephone: 0118 947 8684  
Email: [secretary@cavershamschool.com](mailto:secretary@cavershamschool.com)  
Website: [www.cavershamschool.com](http://www.cavershamschool.com)



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Next review date: September 2019

















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## Marking Codes

	Issue with incorrect capital/lower case letters, missing punctuation placed around error
	Issue with incorrect capital/lower case letters, missing punctuation placed in margin with relevant error in the circle
	Spelling mistake in margin (more confident spellers)
	Spelling mistake (less confident spellers)
	Peer Assessment
	Self- Assessment
	Verbal Feedback
	Punctuation Missing/Misuse
	Issue with tense of verb
	New Paragraph needed
	Around a sentence that is grammatically incorrect or doesn't make sense
	Pink tick – LO Achieved/Success Criteria Achieved/Acknowledge good vocab
	Green Dot – Acknowledge incorrect answer
	Word vocab could be improved



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### Policies and Procedures

#### 709 Marking and Feedback Policy

## Policy Administration

### Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

None

### Quoted Legislation and Guidance

None

### Review Schedule

This policy is subject to 3 yearly reviews unless circumstances require an earlier review.

### Update and Review Log

Updated/ Reviewed By	Date	Notes
J Lawson	Sep 2018	Review
J Lawson	Sep 2019	Review
A Lawson	April 2021	Formatting and Updating Links
J Lawson	August 2022	Reviewed for staff CPD at the start of the new term