

**Date adopted by Governing Body**: May 2024

**Review date**: May 2027

**SAFEGUARDING STATEMENT**

Ashdon Primary School takes seriously the responsibility to protect the welfare of the children in its care, believing that “The welfare of the child is paramount” Children Act 1989.

This policy plays an integral part in our aim to safeguard the children and ensure their wellbeing in order to promote optimum development.

1. **Introduction**

The purpose of this policy is to make explicit how teachers and teaching assistants mark children’s work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and help them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children’s needs.

1. **Principles**

Marking and feedback should:

* involve all adults working with the children in the classroom;
* be manageable for teachers and teaching assistants whilst accessible to children;
* provide clear feedback to children, relating to the learning objective;
* gauge their understanding, and identify any misconceptions;
* provide a basis both for summative and for formative assessment and inform individual tracking of progress;
* provide clear advice and strategies for improvement and next learning steps;
* give recognition and praise for achievement and clear strategies for improvement;
* allow specific time for children to read, reflect and respond to marking;
* respond to individual learning needs;
* inform future planning and group target setting;
* use consistent codes across the school;
* write in a neat and legible handwriting;
* focus on only one or two key areas for improvement at any one time;
* show children that their work is valued and purposeful;
* ultimately be seen by children as a positive approach to improving their learning;
* take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.
1. **Verbal feedback**

Verbal feedback should be the predominant form of feedback to children in our school, as it can be more immediate and the children can respond within a lesson. At Foundation Stage it is expected that all feedback is verbal, as most children will not be able to read an adult’s written comments. For some pupils in older year groups this approach is also appropriate.

1. **Early Years**

As mentioned in the previous section of this policy, our school’s expectation is that Early Years children will receive solely verbal feedback. This expectation is in line with national expectations for EYFS assessment and reporting, which states that evidence doesn’t need to be formally recorded or documented and that paperwork should be kept to a minimum that practitioners need to illustrate, support and recall their knowledge of the child’s attainment.

In our school we use this verbal feedback in the EYFS to ‘plan in the moment’, carrying out assessment, teaching and deciding next steps for each child.

1. **Colour of marking pens**

We have decided that staff can use red coloured pens to mark work with. This is particularly important in Upper Key Stage 2, where the teachers have a contrasting colour to the pen used by the children within their work.

When editing their own work, or giving feedback on their peer’s work, the children should use green coloured pens or pencil.

1. **Support staff and supply teachers**

We ask that where work has been marked by a visiting supply teacher, that they should write the word ‘supply’ to distinguish this from the class teacher’s marking. Where a child has required teacher assistant support in order to complete work, the shorthand code ‘TA’ should be used.

1. **‘In-depth’ marking**

Teachers should mark a child’s English and maths work in-depth at least every other week. This is a minimum and should help teachers achieve a work-life balance. Research has proven that immediate ‘over the shoulder’ feedback is more relevant and supports immediate corrections and progress. Teachers may choose to mark a child’s work in-depth more regularly if they wish, however this will not be an expectation. It is up to the teacher to decide how to allocate which children they mark each week, for example this could be by ability group.

Each piece of in-depth marking will have at least one piece of praise and one next step for an area of improvement. Offering pupils in-depth feedback will be our target setting process. If teachers wish to use additional forms of target setting in addition to the normal marking, then they are free to do so.

1. **Responding to marking and feedback**

An opportunity for the child to formally respond in English will be offered at least once per week as part of a lesson in Year 1 - 6. For example: Improving a paragraph of writing or adding any missing punctuation.

Where the children have made corrections in maths, this will be considered as their response to marking and feedback. Children may also be asked to respond by completing calculations on whiteboards or by participating in practical activities including games.

1. **Peer marking**

We are using pupils/peer marking regularly, as we recognise peer and self correction as a powerful tool for learning.

1. **Self-assessment**

The pupils will be given regular opportunities to self-assess their understanding through editing their own work to make their own improvements.

They will also have opportunities to use visual methods, e.g. thumbs up/thumbs down to show their understanding.

1. **Other codes and shorthand used in written feedback**

VF (Verbal Feedback) is used to indicate that the marker has given verbal feedback to a pupil.

WS (With Support) is when a pupil received support from an adult to complete the activity.

IW (Independent Work) is when a pupil completed a task independently where is is unusual for this pupil to work independently as a norm.

***Punctuation***

*At Key Stage 1:*

Capital letters and punctuation errors will be circled where the marker feels this is appropriate.

**^** indicates a missing word or letter.

**sp** written above the spelling error, with the correct spelling in the margin. Not all errors will be corrected.

*At Key Stage 2 (possibly with more able Year 2):*

**sp** written in the margin for spelling errors on that particular line. Markers may underline the spelling, at their discretion, to help the pupil find the error. Depending on the focus of the piece of work, not all spelling errors may be identified.

**//** new paragraph.

**^** indicates a missing word or letter.

**[ ]** or **?** will signal to the child to read this part again for understanding.

Capital letters and punctuation errors will be circled where the marker feels this is appropriate.

***Redrafting***

**[ ]** or **?** indicates the section the pupil is being asked to improve as part of the redrafting process.

1. **Monitoring**

The Headteacher, subject leaders and English and maths governors will monitor books and talk to children about their work through pupil perception interviews, learning walks and classroom observations. Feedback and support are then provided to staff.

1. **Review**

This policy will be reviewed every 3 years by the staff and Governing Body of the school, or sooner if deemed appropriate.

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Chair of the Curriculum Committee) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**