ASSESSMENT MARKING AND FEEDBACK POLICY

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Assessment, Marking and Feedback Policy for Capel St Mary CEVC Primary School

Assessment

Assessment takes three main forms at Capel St Mary CEVC Primary School. It will be formative, diagnostic and summative to suit particular needs. In addition assessment will be matched to developmental stages and needs, but will be recorded by staff to serve the following purposes:

1. To enable children to demonstrate what they know, understand and can do in their work;
2. To help children understand what they need to do next to further improve their work;
3. To allow teachers to plan lessons that accurately reflect the needs of each child;
4. To provide information for parents and carers to enable them to support their child's learning;
5. To provide the Headteacher, SLT and Governing Body with information that allows them to make judgements about the effectiveness of the school;

Marking and Feedback Aims and Principles.

Marking and feedback should:

- Relate to learning intention, question, ingredients for success
- Give recognition and appropriate praise for achievement, improvement, quality and effort enhancing motivation for children.
- Give clear, unambiguous strategies for improvement and next steps.
- Be seen by children as a positive means to improving their learning.
- Be based on knowledge and understanding of a child's previous attainment and next steps.
- Respond to individual learning needs (giving face-to-face feedback where developmentally more appropriate).
- Give children opportunities to become aware of, and reflect on, their learning needs.
- **Be manageable for teachers.**
- Involve all children and adults working in the classroom.
- Where appropriate, provide children with time to respond to and act on the feedback they are given.
- Inform future planning.

Marking Keys for EYFS, Unit 1, Unit 2 and Unit 3.

These are communicated to the children and where appropriate displayed in the classroom for the children to see.

EYFS

In Early Years the majority of work is completed in group settings with staff working with children. Staff annotate work to show whether it was independent or supported and so on.

Units 1, 2 and 3

The frequency of the techniques mentioned below is up to the professional judgement of the teacher having due reference to the abilities of the child. It is not intended that every mistake is highlighted as this could be detrimental to the children's self-esteem.

Live marking is part of common teaching practice. This is the primary approach for marking and feedback. Feedback may be given to individuals, groups or the whole class as appropriate.

Teaching staff mark work against ingredients to success in English. Pupils also self assess against the ingredients for success. Where work is right and/or wow! it is marked in green.

Where a correction or change is needed it is marked in yellow- children then return to the work and correct the error. Children will use a green pen to make corrections so that they can be seen by the teacher.

Unit 1 do not use green pen to make corrections or self mark in blue.

Where a written comment is appropriate a 'next step' should be given. At times the explanation will be that this is to be seen straightaway in the child's response. It can also ask that a child make sure this is present in subsequent pieces of work. This demonstrates the marking having an impact on progress.

VF (Verbal Feedback) may be used to indicate that the pupil was given VF during the lesson.

VF means the work a teacher has worked on with the child and that the teacher has initialled.

Pupils self marking is done with a blue pen during lessons.

Reviewed: November 2025 **Next Review Date: November 2027**