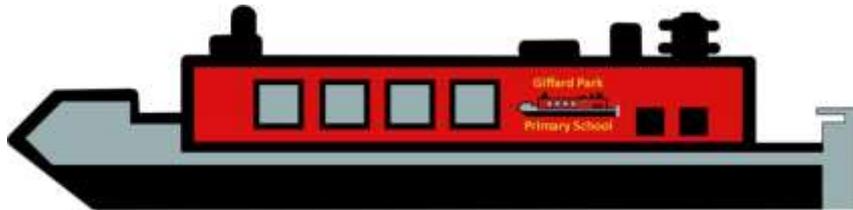# GIFFARD PARK PRIMARY SCHOOL

Marking, Feedback and Assessment Policy

Approved by:	Governors - Teaching and Learning Committee	Date: January 2026
Last reviewed on:	January 2025	
Next review due by:	January 2027	

Presentation:

- Children should be **<u>actively encouraged</u>** to take a pride in all of their work.

- In KS1 the learning intention will be stuck/written in for the children. In Year 2, children begin to write these out for themselves in the summer term; they should be using a ruler to underline the date and for lines drawn. Teachers should use their professional judgement if they feel some children could start this sooner or later than the majority.

- In KS2, children should write the full date (including year) in all lessons except for maths and art where the short date should be used. The Learning Intention should be written for all lessons (except Guided Reading). Dates and learning intentions should be underlined neatly with a ruler. Where children are unable to do this, it should be written by an adult or a pre-printed learning intention will be put in their book.

- Any mistakes made need to be crossed out neatly with a line drawn through (with a ruler)

Marking / Feedback

Pupils should constantly receive feedback about their learning through a variety of informal methods. This will include oral feedback (from teachers, other adults and peers) and non-verbal communication. However, children's recorded work does provide evidence of learning and marking is the teacher's written response to this evidence.

There is a focus on *within lesson* quality feedback. With the use of paired discussions, mid-lesson learning stops, looking at excellent examples and not so good and analysing in pairs and co-operative marking.

Visible Feedback in children's books

Teachers will use the marking codes appropriate for their key stage when marking books (see appendices A-D). A copy of these will be stuck into the inside front cover of all of the children's books for them to refer to when responding to teacher marking. Teachers will mark in blue pen so that their marking is clear.

If it is clear that a child has misunderstood or the marking code does not supply the required feedback then a short written comment should be used. It is important that any written comments are concise and to the point so as not to overwhelm the child.

In maths if there is an issue with layout of calculations, it may be appropriate for the teacher to model this.

Self and Peer assessment

- Peer Assessment will be modelled by the teacher. In KS1 and LKS2 children will place one book on top of the other and the child who has completed the writing will read it to their partner. In UKS2 children will swap books and children will mark simultaneously.

- Together (referring to the success criteria) they will identify one thing that has been done well and one are that could be even better. They will identify these on the work in pink pen using the marking codes.

- **PA** - Peer initials will be written on the page where the work has been co-operatively improved and the **teacher will comment/initial to acknowledge improvements made.**

- If children are peer assessing in Maths then they will swap books with their partner and mark in pink pen. They will write PA and their initials at the end of the work. The **teacher will comment/initial to acknowledge that the marking has been carried out correctly.**

  Cover/Supply teachers **must** mark and initial all work in green pen.

- Written comments should relate directly to the Learning Intention and Success Criteria. Therefore, not all errors will be corrected; it will depend on the ability of the child and the focus of the lesson.

- All work must be marked.

- All marking must follow on quickly from the completion of the work.

- Marking will be positive and constructive wherever possible. This may involve highlighting a number of successes in the learning before picking out one area for targeted development.

- Where specific tasks or improvements have been suggested to the pupils, time should be given to allow pupils to reflect on the comments and make the improvements.

- Teachers' comments should be grammatically correct and spelt correctly. They should be clear, explicit and appropriate to the reading ability of the child.

- Marking will be clearly legible and should depict the style of handwriting taught in the school, in order to reinforce learning.

Summative Assessment

We use Insight to record children's attainment on a termly basis for Reading, Writing and Maths. This is a point in time assessment and the children are assessed against the following headings: Greater Depth, Expected, Just Below Expected, Working Towards and Below.

If a child is not quite working at Expected but is accessing work within the year group then they will be awarded 'Just Below Expected'.

If a child is working outside of their year group expectations but less than 2 years below the year group expectations then they will be awarded 'Working Towards'.

If a child is working more than 2 years below age related expectations then they will be awarded 'Below'.

If a child is working significantly above age related expectations then they will be awarded 'Greater Depth'.

Towards the end of each term the children will complete formal tests, which will be carried out in conditions very similar to those seen in the end of key stage assessments. This is to support the children with being comfortable working in these conditions as well as giving teachers an accurate picture of what the child is confidently able to achieve when working independently.

The tests should be marked swiftly after the children have sat. The results of the tests should be sent to the Assessment Lead using the required format no later than the data deadline, which will be shared with teachers in advance.

The results of these tests will be used alongside evidence gathered from the child's work in class to then award the child an assessment on Insight. Teachers must ensure that they have sufficient evidence to support any steps given for moderation purposes.

The termly assessment points are followed by Pupil Progress Meetings which will then review data, celebrate successes and formulate any actions required.

We assess learning in the non-core subjects at the end of each unit of learning. For most non-core subjects this will be at the end of a half term. For French this is at the end of a term. The assessments for these subjects will also be recorded on Insight using the same assessment headings as we use for core subjects. Each subject is assessed in the following ways:

History, Geography and RE: the children will complete a double page spread that teachers will then use to decide how well they have understood the key Learning Intentions and will award an attainment level accordingly.

Science: we use the White Rose Science assessments the scores of the assessments support teachers in deciding the children's attainment.
55% = EXS 85% = GD

MFL: Assessments on the online resource language angels are used to support teachers with their assessment of the children's understanding and ability.

Music: This subject is assessed in a range of ways depending on the basis of the unit. If there is a more theory based unit then children will complete a double page spread, if it is a more practical unit then teachers will assess the children's ability in the practical sense. Teachers will film the children doing performing (either singing, playing the instrument etc.) and upload this evidence to the Music subject leader folder on the drive.

Art & DT: We use Kapow for our planning and assessment questions are provided at the end of the units. Teachers use these assessments alongside how well the children have produced the practical piece to make their assessment.

Computing: This subject is assessed in a range of ways depending on the basis of the unit. For some units there are the end of unit assessments teachers will use the scores for these to support their judgements. For the units without one as it is a more practical unit, teachers will assess how well the children have achieved the desired

practical outcome and assess them accordingly.

PE: Our PE provider Premier provide half termly assessments on the children's practical abilities and understanding within their lessons. This is recorded on the Primary PE Planning website. Teachers will use these assessments alongside their own assessments of the PE units they have taught to decide an overall PE assessment which will be recorded on Insight.

Writing
Writing is assessed through the use of Star Write pieces. At the end of a unit of work, children should be set a task related to the unit of work and stimulus that they have been looking at in their English lessons. The children should then complete a written piece independently. They should be allowed access to the work in their English books, any success criteria that has been used in the unit and dictionaries whilst they write. Teachers are encouraged to continue to hot mark whilst this work is carried out to identify any simple errors that the children have made which do not reflect their usual ability. Teachers should be mindful not to over mark or support so that the work remains a true example of the child's ability.

Star Write pieces should be assessed against small tick sheet success criteria grids which are stuck into the child's book alongside the piece of work. We formally assess using the IAACW Assessment sheets for every child at the end of each half term. This will help teachers to create targets and ensure that their planning is based upon the needs of the children.

In Year 6 the children's writing is assessed against the writing standards sheets linked to the framework. This ensures that teachers are able to assess their children against what has been taught, whilst ensuring they are working towards the end of Key Stage expectations.

Maths
Evidence from books and end of block White Rose assessments can be used to tick off statements from the Maths Standards grids, which will support teachers when making a judgement on a child's step at the end of the term. Only 1 sheet needs to be ticked off for each small ability group within a class (maximum 5 children per sheet).

Reading
Opportunities to assess reading should be provided through Guided Reading sessions. Reading Journal activities and English lessons should provide the necessary written evidence. In KS1 guided reading happens through RWInc where children are given comprehension questions that link to the text they are reading. Only 1 sheet needs to be ticked off for each small ability group within a class (maximum 5 children per sheet).

EYFS assessment

Children in Foundation are assessed using the Reception Baseline within the first six weeks of the child starting the school.

Children are observed during learning using narrative observations, directed observations and snap-shot observations, these are all recorded on Tapestry.

Data is recorded on Insight in order to track progress, identify children and groups that require further support and measure outcomes. Phonics assessments are carried out in line with the Read Write Inc guidance to check the children's level of development and regroup them where appropriate.

Targets

Every child in Years 1 -6 should have a writing and a maths target.
For most children the Maths target will be the half-termly KIRF that they are learning. However for some children this will not be appropriate and where that is the case a more personalised target should be given.

In English, the targets should relate to areas on the IAACW Checklist that the children have not yet achieved.

Targets should be recorded in the children's planners so that parents are aware of targets and can support with these at home.

Appendix A – KS1 Marking Code – Child Version

Foundation Marking Code	
I	Independent
S	Supported
KS1 - Marking Code	
Code	Explanation
✓✓ ✓	Well done! This is very good! In Maths only, this means the answer is correct.

●	In Maths only, this means the answer needs checking.
SP	Spelling mistake
ABC	Capital letters are not right
.	Full stop missing
!?	Remember to use a range of punctuation
◎	Read your work through to check it.
FS	You need to remember your finger spaces.
VF	Verbal Feedback – your teacher has spoken to you about your work.

Presentation Reminder:

- Always use neat, joined handwriting.
- Write the full date and LI and underline these with a ruler at the start of every lesson (short date for Maths only).
- Cross out any mistakes with 1 line in pencil using a ruler.
- All diagrams, drawings or lines should be completed in pencil.
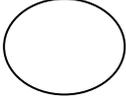
Appendix B – KS1 Marking Code – Staff Version

Foundation Marking Code- staff version	
I	When children have completed the work 100% independently
S	When children have had any level of support. If the whole piece of work is supported put the S in the corner. If a word was supported put the S next to the word.
KS1 - Marking Code – staff version	
Code	Explanation
✓✓	Double tick for something particularly good in a child's work or a part of the work that shows the child has met the LI.

✓	In Maths only, this means the answer is correct.
●	In Maths only, a sizeable dot next to a question indicates that the question is incorrect and needs to be checked. No questions in Maths should be left unmarked.
SP	Spelling mistake – to be written above the word.
ABC	Capital letters have been used incorrectly – this could be that they have been missed out or added in when they shouldn't be there. This is to be written above the mistake.
.	This identifies that a full stop is missing in the child's work. This should be indicated above the space where it is meant to go, so that the child still has to go back and put it in, correcting their work.
!?	This reminds children to use a range of punctuation. This should be marked above where the different punctuation is required to encourage children to go back through and up-level their work.
◉	This should be used when the children's work does not quite make sense and they need to read back through and check it. It could also be used if they have made several small and careless errors that they are able to self-correct.
FS	This should be indicated above the letters where a finger space has been missed. If there are several words merged together then it should be indicated at the end of the line so that the child edits their work.
VF	To be written in the margin where conversations have taken place with a child during the lesson – work should have a noticeable improvement or there should be an indication that work became more challenging after this point. This should NOT be at the end of a piece of work.

Comments are to be added to children's work when needed to clarify a point from the marking code or support the children's learning.

Appendix C – KS2 Marking Code – Child Version

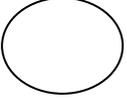| KS2 - Marking Code	
Code	Explanation
✓✓ ✓	Well done! This is very good! In Maths only, this means the answer is correct.
●	In Maths only, this means the answer needs checking.
SP	Spelling mistake

//	This means a new paragraph is required.
G	Grammatical error, this will need changing or improving.
T	Tenses are confused, this will need changing or improving.
∿	This part of your work does not make sense and will need changing or improving.
◯	This indicates that punctuation is either missing (if nothing is in the circle), or is inaccurate (if there is punctuation in the circle).
^	Missing word or content.
VF VF - SS	Verbal Feedback – your teacher has spoken to you about your work. Your teacher has given you feedback on Seesaw for you to respond to.

Presentation Reminder:

- Always use neat, joined handwriting.
- Write the full date and LI and underline these with a ruler at the start of every lesson (short date for Maths only).
- Cross out any mistakes with 1 line in pencil using a ruler.
- All diagrams, drawings or lines should be completed in pencil.
  Appendix D – KS2 Marking Code – Staff Version

KS2 - Marking Code – staff version	
Code	Explanation
✓✓ ✓	Double tick for something particularly good in a child's work or a part of the work that shows the child has met the LI. In Maths only, this means the answer is correct.
●	In Maths only, a sizeable dot next to a question indicates that the question is incorrect and needs to be checked. No questions in Maths should be left unmarked.
SP	Spelling mistake – to be written above the word. Year 5 and 6 will begin to move towards indicating this in the margin as the year progresses to promote independent work for moderation purposes.

//	This means a new paragraph is required and should be shown at the start of the sentence where the new paragraph is needed.
G	Grammatical error, this will need changing or improving. Staff to only pick up on grammatical errors that the children have learnt about – or they will be unable to improve it.
T	Tenses are confused, this will need changing or improving to be indicated above the first word with tense confusion.
∿∿∿	This part of your work does not make sense and will need changing or improving. If there is a large section that does not make sense, this can be drawn vertically in the margin – child will need adult support to understand what they need to fix.
◯	This indicates that punctuation is either missing (if nothing is in the circle), or is inaccurate (if there is punctuation in the circle). Only pick up on punctuation that the child has been taught.
^	Missing word or content to be indicated where the missing word/content should be.
VF	To be written in the margin where conversations have taken place with a child during the lesson – work should have a noticeable improvement or there should be an indication that work became more challenging after this point. This should NOT be at the end of a piece of work.
VF - SS	This is to be used at the end of a piece of work, where feedback has been given using SeeSaw. Children should respond in Purple pen to show their improvements.

Comments are to be added to children's work when needed to clarify a point from the marking code or support the children's learning.