

St Laurence Church Infant School

Assessment for Learning Policy including Feedback and Marking Code



Approved by: Curriculum, Safeguarding, Pupil
Welfare and Admissions
Committee

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By providing effective feedback, we uphold children's' right to an education which develops their talents and abilities. (UNCRC Article 29)

Introduction

Improving learning through assessment depends on five factors:

- the provision of effective feedback to all children
- the active involvement of children in their own learning
- adjusting teaching to take account of the results of assessment
- a recognition of the influence assessment has on the motivation and self-esteem of children
- the need for children to be able to assess themselves and understand how to improve

Assessment

Assessment for learning focuses on the following key areas:

- the use of targets
- designing opportunities for learning (planning)
- strategies for day-to-day assessment in the classroom
- feedback on learning
- involving parents/carers
- the formative use of summative assessment

Purposes of feedback and marking

Feedback including that provided through marking should help children to make progress, encouraging them to strive for high achievement and build self-esteem by:

- highlighting and celebrating good work by making explicit what they have done well
- helping them to evaluate their own learning
- indicating aspects which need attention, improvement or further development
- being consistent, show continuity through school
- showing children what is valued by the teacher/school and give them insight into the teacher's expectations

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- valuing their work and providing an audience for it

Marking should provide parents with a sense of:

- their child's achievements
- awareness of their child's needs
- knowledge that teacher's marking will focus on learning objectives
- the school's and teacher's values and expectations
- the relationship between child and teacher

Marking should help teachers teach effectively by:

- providing them with an opportunity to make diagnostic assessments
- providing a record of eg significant progress, targets the child is working on
- providing a focus for future planning (individuals, groups, whole class)
- providing a starting point for the next steps in learning and a focus for intervention
- informing teachers themselves about their planning, teaching and concepts gained by the children

Feedback and Marking Code

- children will receive verbal and/or written feedback about all activities
- feedback will be positive, supportive, constructive, informative and in child friendly language
- feedback and marking will be selective, will take account of individual needs and will focus on the learning objective(s) and/or success criteria
- all written activities will be marked in pink/green using the appropriate marking symbols
- the marker will be identified by their initials if they are not the class teacher
- written comments will be made neatly and clearly and will be read to the child when needed
- if appropriate 'where next' comments will help the child to improve their learning
- marking will take place alongside the child or as soon as possible after the activity
- where appropriate children will be taught how to use peer and self-assessment using the same code and symbols

Marking Symbols

Well done	sticker, comment
Correct answer	tick or highlight in green (green for go)
Incorrect answer/place of error	pink (pink for have a think)
Children's own editing	Purple ink (purple polishing pen)
Extra support given	S
Fully supported task	FS
Independent work	I

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