

Speedwell Infant School Marking and Feedback Policy – November 2017

Aims of the policy:

- to enable all staff to have a clear understanding of the marking and feedback expectations and procedures
- to ensure consistently high quality marking and constructive feedback across the school
- to ensure a whole school consistency of approach
- to aid teachers in assessment of pupils' work to inform future planning, teaching and learning and impact positively on pupil progress
- to help children understand how they can further improve their work

Purpose:

Effective marking is consistent, provides oral and / or written feedback to pupils about their work promptly and regularly.

The Teachers Standards (May 2012) requires teachers to **"give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback"**

We mark and feedback:

- to provide pupils with constructive feedback and tell them how they have achieved in relation to the objectives of the lesson and/or personal targets which will determine the success criteria
- to ensure that children know what they need to do to make progress
- to ensure that the teacher knows exactly where the child is / what they already know / and what they need to do to make further progress
- to inform future planning

Procedures of Marking:

- all work should be checked - either during or soon after completion. Where children are present at the point of marking one or more of the strategies below will be used. Where children are not present at the point of marking no written comments will be made, unless the teacher plans to review the work with the child through later verbal feedback.
- marking of written work varies with the age and ability of the child. It involves ticks, written comments, stickers and stamps
- Marking and feedback should relate to the lesson objective and/or the child's personal targets.
- marking and feedback enables pupils to identify next steps in their learning in child friendly language / symbols
- comments are written in pen modelling good handwriting and the work is clearly dated
- in Key Stage 1 detailed marking will take place, with a focus group, ensuring each child receives progressive feedback once a week for literacy and maths. Children are given opportunities to respond to feedback, either during or at the end of the lesson

- wherever writing occurs in any curriculum area it will be marked with the same consistent approach and expectations as in literacy
- for maths work correct answers will have a tick and incorrect answers a dot and / or comments. If a child corrects their work, the teacher ticks and adds a 'c'. The teacher may not always expect the child to correct their work. If a clear misconception is identified, further teaching and related work should show that the misconception has been addressed.
- Across school, work will be marked in pink pen – which celebrates and highlights successes. ('Tickled pink') Green written comments show points for 'growth'. TAs will also initial work they have marked.
- There will be evidence that children, in the focus group, have responded to teacher's marking - at an age appropriate level, for example letter formation practise / adding full stop or capital letter in a coloured pen / high frequency word spelling practise.
- Common misconceptions will be the focus of the plenary or the introduction of the next session
- Throughout the school the following symbols will be used:
 - A - adult help was given
 - U - unaided work
 - V - verbal feedback was given.
- at Key Stage 1 spelling is corrected according to individual learning needs
- children begin to develop the skills to assess and mark their own or other children's work with specific guidance on criteria from the teacher
- the focus of marking is to identify achievement and ensure progress. Teachers will identify strengths first and then developmental needs
- All opportunities will be taken to offer all children verbal and/or written feedback, throughout the lesson, wherever possible
- children are praised for effort and achievement in the following ways:
 - ❖ verbal praise
 - ❖ during the plenary
 - ❖ stickers
 - ❖ show work to peers
 - ❖ show work to another staff member
 - ❖ show work to the Headteacher
 - ❖ classroom displays
 - ❖ writer of the week
 - ❖ work displayed outside the Headteacher's office
 - ❖ gold award
 - ❖ raffle ticket for the weekly prize draw
 - ❖ discussion with parents / carers

Self and Peer Evaluation

Children are encouraged to evaluate their own, and other's work, in developmentally appropriate ways. Most feedback is verbal in Nursery and Reception. The grid below details how self assessment progresses throughout the year groups.

Class	Self evaluation practice
Nursery	Verbal feedback

Reception	Verbal feedback and next steps. Self/peer assessment develops throughout the year, especially verbally in plenary.
Year 1	Self assessment grids will be introduced as appropriate within the year, and by the Summer term at the latest.
Year 2	Self assessment grids will be used throughout the year. Children will begin to write their own comments, set own next steps as developmentally appropriate.

Monitoring and Evaluation

Curriculum co-ordinators and the Senior Leadership team will monitor the effectiveness of marking through regular work scrutiny and lesson observations. Teacher's marking will also be monitored as part of the performance management and appraisal process.

Desired outcomes of this policy:

- Consistent, whole school approach to marking and feedback
- Work sampling shows that teachers and teaching assistants are applying the marking and feedback policy consistently
- Discussions with children demonstrate understanding of their achievements and how they can make further progress (children's verbal responses will develop with age and ability)
- Planning and future teaching is informed by the marking and feedback, and impacts positively on pupil's learning
- Comments made lead to evident progress in children's work over time
- Attainment and achievement is raised

This policy was reviewed and agreed November 2017

Chair of Governors