

Speedwell Infant School Marking and Feedback Policy March 2021



Aims of the policy:

- To enable all staff to have a clear understanding of the marking and feedback expectations
- To ensure consistently high quality marking and purposeful 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 and make progress

Purpose:

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

The Teachers Standards 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 purposeful feedback that tells them how they have achieved in relation to the objectives of the lesson and/or personal targets and non-negotiable expectations
- To ensure that children know what they need to do to make further progress with their learning and development
- 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 to support progress in learning and development
- To celebrate children's achievements and build self-esteem

Marking expectations:

Please note, the word teacher is used to describe both teachers and teaching assistants in the context of implementing this policy.

- 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 and feedback of recorded work varies with the age and ability of the child. It may include verbal or written comments, ticks, smiley faces, stickers and other rewards
- Marking and feedback should relate to the lesson objective and/or the child's personal targets and non-negotiable expectations

- Marking and feedback enables children to know what they have achieved and identify next steps in their learning in child friendly language
- Teacher recorded comments are written in pen modelling good handwriting and the work is clearly dated
- Across school, work will be marked in pink pen to celebrate and highlight successes ('Tickled pink'), and green written comments to show points for 'growth'.
- Where there are green for growth comments in literacy books a step symbol will be used to indicate to children this is their next step. Age appropriate opportunities to develop/practice the identified area for growth will be provided. This may include practicing letter formation or spellings, redrafting a piece of writing to improve, or evidence of improvement in future work following further teaching, which is noted as a pink comment.
- Where there are green for growth comments in maths practice books, age appropriate opportunities to develop the identified area for growth will be provided. This may include a note referring to use of concrete resources to support understanding, having another go at a similar problem or evidence of improvement in future work following further teaching, which is noted as a pink comment.
- In maths practice books, where examples have been worked through as a class or group these will not be marked. Not all children will be expected to complete the challenge activity, use of this activity is to support differentiation.
- Teachers are not expected to mark every question in maths practice books, but should check work for each lesson completed, providing overall lesson marking in line with the policy. Where a child is asked to check and correct work, the teacher will add a 'C' to indicate this. Not all incorrect work is expected to be corrected, but teachers will ensure mis-conceptions are addressed through further teaching and maths practice, leading to evidence of success later in books.
- Common misconceptions will be the focus of mid-lesson or end of lesson teaching points, the introduction of the next session or planned future teaching
- Throughout the school the following symbols will be used when marking work:
 - A - adult help was provided to the child
 - U - unaided work, the child completed independently
 - V - verbal feedback was provided by the teacher. A pink V indicates success feedback provided and a green V indicates next steps growth feedback provided.
 - P – activity completed practically rather than in maths practice books
- At Key Stage 1 spelling is corrected according to individual learning needs
- The focus of marking and feedback 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
 - ❖ sharing a good example with other children
 - ❖ stickers
 - ❖ show work to peers
 - ❖ show work to another staff member

- ❖ show work to the Headteacher
- ❖ classroom displays
- ❖ writer of the week
- ❖ gold award
- ❖ raffle ticket for the weekly prize draw
- ❖ feedback to parents / carers

Self and Peer Evaluation

Children are encouraged to review and 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 and next steps shared by the teacher. Teachers also model self assessment to support children to become self reflective.
Reception	Verbal feedback and next steps shared by the teacher. Self assessment develops throughout the year, including the introduction of the flip out non-negotiable symbols in literacy books so children become familiar with these during the summer term. Teachers also model self assessment to support children to become self reflective.
Year 1	Verbal feedback and next steps shared by the teacher. Self assessment through the introduction and regular use of flip out non-negotiables in literacy books as a check aid for children. Simple self assessment grids will be introduced as appropriate within the year, and by the Summer term at the latest. Teachers also model use of self assessment grids to support children to use these effectively.
Year 2	Verbal feedback and next steps shared by the teacher. Self assessment through the regular use of flip out non-negotiables in literacy books as a check aid for children. Self assessment grids will be used throughout the year. Children will begin to write their own comments and set own next steps as developmentally appropriate, and by the summer term at the latest.

Monitoring and Evaluation

Curriculum Leads and Senior Leaders will monitor the effectiveness of marking and feedback through regular book sampling, discussion with children and lesson observations.

Teacher's marking and feedback will also be considered 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 marking and feedback, and impacts positively on children's learning and progress
- Comments made lead to evident progress in children's work over time
- Progress, attainment and achievement is raised

**This policy was reviewed and agreed March 2021
Chair of Governors**