



Raunds Park Infants - Feedback & Marking Policy

Key Manager	Principal Raunds Park Infants
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Revision History

Revision Date	Description	Sections Affected	Revised By	Approved By
Spring 2022				

RAUNDS PARK INFANT SCHOOL

FEEDBACK & MARKING POLICY

RATIONALE

At Raunds Park Infants we believe that the critical purpose of marking and feedback is to move learning forwards.

Marking and feedback has 3 purposes:

It helps children:

- understand what they have done well.
- understand how to improve.
- make visible signs of improvement as a result of feedback.

PRINCIPLES

At Raunds Park Infants, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- the qualities of the children's own work, in relation to the learning objective and not in comparison with other children.
- specific ways in which the child's work could be improved, and crucially, being given the opportunity to do so.
- improvements that the child has made compared to his/her earlier work.

We want our children to develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development. Therefore, it is essential that:

- feedback and marking forms an informative and accessible dialogue between the teacher and child.
- clear provision is made for opportunities to reflect and act upon improvement comments, thereby moving learning forwards.
- improvement is cyclical, valued and clearly evidenced.
- the children are made aware of learning objectives and of the criteria that their work will be assessed against, in age-related vocabulary.

- the learning needs of individual children are understood and work is matched and marked appropriately.
- where appropriate, feedback is linked directly to learning targets.
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner.
- achievements are linked, so that each builds confidence in future goals.

AIMS & OBJECTIVES

Effective feedback & marking should:

- recognise, encourage and reward children's effort and achievement and celebrate success over time.
- provide an accessible dialogue between the teacher and children, and clear, appropriate feedback about the strengths of their work and areas for development.
- improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning.
- give children a clear picture of how well they have met learning objectives or targets.
- identify children who need additional support/challenge.
- help pupils to develop an awareness of the standards they need to reach in order to achieve year group expectations of the National Curriculum.
- provide evidence of assessments made and help moderate the interpretation of National Curriculum year group expectations.
- involve parents more directly in reviewing their child's progress and help in reporting to parents.
- celebrate and reinforce expectations.
- inform future planning.

PRACTICE

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

As a school, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback

This means discussion about the learning with the child. It is the most valuable form of feedback for **all** children (regardless of age or ability) as it is immediate, focused, personal and usually more articulate than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work, in a learning/reading conference or review, and be either spontaneous or planned for.

Written Feedback

When marking, the comments relating to successes should be written in PINK and improvements should be written in GREEN, other than highlighting, as detailed below.

All work will at least be **checked** against the learning objective. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. If the child has met the learning objective (WALT/WILF) the adult will highlight the objective in pink. Other symbols or shorthand feedback can also be used which is detailed in Appendix 1.

It is imperative that such notations are used **consistently**.

A verbal feedback comment may be used to mark a 'Point of Intervention' in a child's book to notify the point at which an adult has supported learning during the written work. As such, it serves as a reference point from which progress and the impact of the intervention can be judged.

Quality Marking

These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. They will:

- be positive and celebrate effort and achievement.
- relate to learning objectives.
- indicate next steps for improvement.
- be supported with time and opportunities to reflect upon and engage with.

English

- A PINK coloured pen or highlighter pen (tickled pink) is used to show 1 or 2 places where the child has successfully demonstrated an understanding of the learning objective.
- A GREEN pen or highlighter pen (green for growth) is used to show an area for improvement. A suggestion is written to help the child know how to make the specific improvement.
- A PURPLE pen or highlighter pen (purple polishing) is used to show children how to edit their work linked to non-negotiables and dependent on child's ability.
- A coding symbol (Appendix 1) may be used to indicate precisely where an improvement could be made.
- Opportunities are given for these points to be shared, reflected upon and action taken.
- Further written comment may follow up on the child's improvement.

Maths

The purpose of marking in maths is primarily diagnostic. It communicates to a child whether they have successful, being motivational, and serves to inform a teacher's planning in terms of any misconceptions.

The use of the above highlighting and symbols may be useful, but written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of maths.

- PURPLE pens will be used for correcting number formations.
- GREEN pens will be used to identify incorrect answers.

Other subjects

Marking should be specific to skills set out in the learning objective and written comments made allow children to extend and develop these skills further.

Other correction issues

- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is usually counter-productive.
- For redraft and display purposes, children's work may be redrafted, spell-checked and amended to produce a 'final' copy but there would normally be an earlier draft available.
- A strong emphasis should be placed on appropriate presentation and correct or appropriate phonetic spelling in work which is used for display.
- Spellings may be selected for correction (by the child, peer or the teacher) on the basis of what the child needs to learn next or has already learnt.

Wherever success, improvement or comments are shared, either after or during the lesson, learning time must also be given for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time. Children will respond to the marking using a green pencil. The supporting adult will check their response and indicate this by drawing a pink smiley face.

- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice.
- Mini-plenary or learning reviews may be used during the lesson.
- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them.
- Question/answer sessions may be used to facilitate this.

Wherever possible, children are encouraged to self-evaluate their own learning

In order to facilitate their independence as learners, children should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of pupils' personal learning styles

Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed termly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) to ensure the three purposes of marking are of a consistently high quality throughout the school.

Outcomes will be shared to enhance best practice.

REVIEW

This policy will be reviewed annually.

Agreed marking codes: EYFS and KS1

<p>I T TA A</p> <p>Level of Support</p>	<p>Independent Teacher Teaching Assistant Adult</p> <p>E.g. word mat etc</p>
	<p>'Green for growth – Something to check/re-try/practise or a further challenge</p>
	<p>'Tickled pink' – Strengths/Celebrations The lesson objective (WALT) has been successfully met.</p>
	<p>Verbal feedback given by supporting adult</p>
	<p>Child's response has been checked by supporting adult</p>

