

MARKING AND FEEDBACK POLICY

INTRODUCTION

Feedback and marking are important elements of assessment for learning. They involve the partnership between teacher and child in assessing the child's success in meeting criteria generated by the children themselves following discussion of the learning objectives of each lesson.

PRINCIPLES OF MARKING AND FEEDBACK

The key purpose of marking and feedback is to support the child in their learning journey. Whilst the school recognises that marking needs consistent application, it also notes that responses must cater for the developing needs of the children.

Marking and feedback should:

- Recognise, encourage and reward the child's effort and achievement, and celebrate success
- Be directly linked to the learning objective/success criteria
- Be meaningful to the individual child
- Give clear indicators of the next steps in their learning
- Be part of an on-going dialogue with staff and the child
- Encourage the child to reflect on their learning
- Inform assessment and future planning
- Be consistent throughout the school, with agreed principles and age appropriate approaches
- Be underpinned by the confidence that every student can improve
- Promote a culture that recognises the value of taking risks and making mistakes
- Be constructive
- Be manageable for teachers

AIMS

We recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and be confident in taking their next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Give children continuous opportunities to become aware of and reflect upon their learning needs
- Establish opportunities for prompt and regular spoken dialogue with children as part of the daily routine
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success
- Encourage children to comment on and evaluate their work
- Provide constructive suggestions for improving work
- Agree next steps with the child and follow up to see how much progress has been made
- Recognise effort as well as quality, linking effort to specific skills or understanding

- Use the information gained through marking to inform future teaching
- Provide children with time to act on the feedback given
- Ensure that feedback leads to pupil progress and moves learning on

ORGANISATION AND PRACTICE

What will effective feedback look like at South Wootton Infant School?

Due to the age of our children, we believe that verbal feedback delivered in a timely manner throughout lessons often has a greater impact on children's learning as it can be immediately acted upon by the child.

We place our importance on the outcome of the feedback rather than what form the feedback itself takes.

EYFS MARKING

- Weekly marking will include an **I** if the child has worked independently. No **I** symbol indicates it has been supported.
- **V** represents that verbal feedback has been given.
- A separate logging document is kept by adult with more detailed notes
- Each half term an assessed piece of writing is marked with a star and a wish which is discussed with child and followed up immediately.

KEY STAGE 1 MARKING

Day to day marking will involve the use of a marking code:

- **I** independent work
- **T/TA** Teacher/TA support
- * star
- **W** wish
- # missing Capital letter
- **O** missing punctuation or maths symbol
- **sp** spelling
- ~~~ letter formation
- ^ missing words

Tickled Pink and Green for Growth marking will be used on a daily basis in maths and literacy books. More pink should always be highlighted than green. In maths the pink highlighter can show good processes as well as correct answers and green can be used to highlight an area to try again. A wiggly pink line is used to indicate almost there but not secure.

Deeper level **Star and a wish marking** is used as appropriate for end of unit pieces of writing.

Topic work will be commented on when appropriate and the levels of support indicated.

