

## **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 could involve the use of a marking code:

- **T/TA** Teacher/TA support
- Date
- Learning objective  On label
- Success Criteria
- Pink/green highlighter to indicate "Tickled Pink" or "Green for Growth" on labels and pink and green biro used to mark/indicate in Maths and English books
- Green biro underlining a sentence indicates an error for editing in writing.
- Problem solving and reasoning in maths will be highlighted in purple.

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.

### **PARENTS**

It is important that parents are aware of how the marking system works. A copy of this policy will be placed on the school website and discussed at meetings when appropriate.

### **MONITORING AND REVIEW**

This policy will be monitored regularly by the Headteacher, the SLT and subject leaders. The children will discuss marking and feedback through the Pupil Parliament.

The policy will be reviewed annually. The Governors of the school will receive reports from the headteacher to evaluate the impact of this policy. Any implications relating to issues for the whole school will be considered for inclusion in the school development and improvement plan.

Policy written by: J Davenport in consultation with staff

Date approved by Governing Body: 19<sup>th</sup> October 2023

Signed: Emma Cooper Chair of Governors

Signed: J K Davenport Headteacher

Review Date: Autumn Term 2024