

Clarendon Infant School



Marking and Feedback Policy



MARKING and FEEDBACK POLICY

Date accepted by the Governing Body: Sept 2021

Review Date: Sept 2023

Introduction

At Clarendon Infant School, we take a professional approach to the tasks of marking work and giving feedback on it. We believe feedback and marking should provide constructive feedback to every child. It should focus on their success and developmental needs when matched against learning objectives and success criteria. This will enable children to become reflective learners and help them to close the gap between their current and their potential achievement. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

Aims and objectives

We mark children's work and offer feedback in order to:

- Show that we value the children's work, and encourage them to value it too;
- Boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- Give the children a clear picture of how far they have come in their learning, and how they can improve their work in the future;
- Offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- Share expectations;
- Gauge the children's understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment;
- Provide the ongoing assessment to inform our future lesson-planning.

Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach for differing pieces of work to enable pupils to make the most progress. Marking is for the pupil.
- **Manageable:** marking should take various forms from teacher comments and questions to the use of self/peer assessment. Marking needs to be manageable for both the pupil and the teacher.
- **Motivating:** marking should help to motivate pupils to progress. This does not mean always writing in-depth comments: sometimes short, challenging comments or oral feedback is more effective. Marking should enable pupils to be independent and identify how they can make further progress.

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally, while the task is still being completed.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets.
- The children are encouraged to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication will be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate. This is indicated by the code VF for verbal feedback.
- The marking system should be constructive and formative.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, marked 'TA', or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement.
- Teachers will note errors that are made by many children, discuss these in their team meetings and then use them to inform future planning.
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

Implementing the marking policy

The school has explicit rules that apply to all pieces of work (e.g. the date and learning objective must be placed at the top of each piece of learning). Please see list of presentation expectations at the end of this document.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

At Clarendon Infant School we use the following strategies:

Verbal Feedback

Verbal feedback, in the course of a lesson, will focus firstly on the learning objective and success criteria and secondly on other features deemed relevant.

Summative Feedback / Marking

This consists of ticks and 'dots' and is associated with closed tasks or exercises where the answer is either right or wrong. [This can also be marked by the children as a class or in groups/ pairs] We do not use crosses and instead address the mistake with the child. (In maths a dot is used to signify a wrong answer and the child will be encouraged to try again where appropriate.)

Formative Feedback / Marking

Editing should be completed using pink polishing pens

Literacy

Adult led learning will be identified using TL (teacher led) or TA (TA led).

Up to 3 ticks against the LO to show how well it has been achieved.

EYFS – Verbal feedback given and children respond to this at the bottom of their learning.

Y1 & 2 – punctuation and spelling codes within or at the bottom of the piece of learning.

Y2 - self/peer assessment will be encouraged by using smiley faces and red/yellow/green trays (see below).

Y1 & Y2 - Children will be encouraged to edit and improve their writing using pink polishing pens.

Extended writing (once a week) will be marked with 1 star and a wish.

Pink assessment books – ticked (assessment is done via the writing criteria).

Maths

Up to 3 ticks against the LO to show how well it has been achieved.

A dot signifies a wrong answer – the child can use a pink polishing pen to try again.

At least once a week quality mark where a challenge or a reasoning question is given.

Foundation Subjects

Up to 3 ticks against the LO to show how well it has been achieved.

Add a question or comment if appropriate.

When marking work in foundation subjects, marking will be against the objectives for the foundation subject eg history or geography. The English skills for this piece of work will have already been taught and children are expected to maintain the same standard of English in all subject areas. Where this is not the case, the teacher will always challenge the child to improve their work ensuring high expectations at all times.

Where work has been marked time should be given to the child to read and where appropriate respond to the marking.

Monitoring and review

We monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. The Governing Body will, therefore, review this policy in two years or earlier if necessary.

Literacy marking codes

Ticks against LO/SC: ✓ ✓✓ ✓✓✓	Getting there Nearly there LO met
Sp	Spelling
⌋	Finger space
C	Capital letter
.	Full stop
P	Punctuation
T	Tense
^	Word missing
I	Independent work
VF	Verbal feedback
W	Wish (next steps)

Maths Marking Codes

✓	Correct answer
.	Incorrect answer
Ticks against LO: ✓ ✓✓ ✓✓✓	Getting there Nearly there LO met
Q	Reasoning question

Clarendon Infant School Presentation of Work expectations

All learning that is completed in books at Clarendon Infant School will reflect our core values of pride, respect and success.

Learning will be presented according to the following expectations:

- Stickers will have the date and learning objective printed in Sassoon infant regular font on them. Literacy stickers will have the long date and maths will have the short date. See example below

Wednesday 8th September 2021

08.09.2021

LO: To retell the story

LO: To write numbers to 20.

- Topic stickers will have the long date, the subject eg Science or History and the learning objective

Wednesday 8th September 2021

Science LO: To describe a mammal

These stickers are to be put on the top left of the page where that piece of work is to be completed.

- Children are expected to take pride in their work and try their best when it comes to handwriting and presentation.
- If a child makes a mistake in their learning, they must cross it out with one line through the error. Scribbling is not acceptable.
- Anything that is stuck into the books, including stickers, work sheets, challenges or pictures must be stuck in straight. If the children are not yet able to do this themselves, an adult can help them.
- In maths books, one digit or symbol should be placed in each square.
- Class Teachers should regularly remind children of the expectations of presentation by sharing good examples and having WAGOLL available as part of their working walls.

