



Feedback and marking policy

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Following evidence based research, here at Downs Infants we recognise that marking and feedback should have significant impact.

The sole purpose of feedback is to further a child’s learning. It should only happen if it is going to impact on progress.

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to understand what they have done well, and what they need to improve, and how.

At Downs Infant School, we believe that all children are entitled to regular and informative feedback on their learning as part of the ongoing cycle of assessment.

We believe that feedback provides a vital link to raising both self-esteem and standards, by giving our children the confidence and skills to improve.

Feedback should highlight positive aspects, and be clear and appropriate in its purpose – it needs to be constructive and the outcomes need to be an integral part of planning if it is to impact upon learning.

We believe that verbal feedback is the most appropriate and age appropriate way of giving feedback that will have impact. Written feedback will be minimal.

Aims

We offer feedback in order to:

- Show that we value their work, and encourage them to do the same;
- Boost their self-esteem and aspirations, through use of praise and encouragement;
- Give them a clear general picture of how far they have come in their learning, and the next step/s;
- Offer them specific information on the extent to which they have met the lesson objective,
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- Gauge their understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment;
- Provide the ongoing assessment that informs our future lesson-planning.

Effective feedback

We believe,

- Focuses on the learning objective/success criteria
- Tells the children how well they've achieved
- Tells the child what they need to do to improve or extend learning
- Tells the child how to carry out improvement on the work or revisit the skill or apply their learning.
- Acknowledges the work done and the effort the child has put in
- Corrects errors and misconceptions
- Informs future planning
- Provides next steps

Feedback can take many forms, such as:

- Teacher comments (usually oral)
- Self -assessment (usually oral)
- Peer feedback (usually oral)
- Class discussions
- Whole class feedback

Marking procedures

Marking is kept to a minimum. We consider this to be age appropriate and takes careful consideration of teacher workload.

- The Learning Objective (LO) will mostly be provided orally and often be stated several times during a lesson. It may be present on some written work, however the detail of the LO will be age appropriate.
- Oral feedback is given and needs to be linked with the learning objective. For maximum impact this will be given in the moment wherever possible.
- A **green pen** will be used for marking and feedback. This can be used by any adult working with the child. (Green for growth)
- A **purple pen** is used by any children who are editing and improving their work as a result of feedback.
- We will assume that work is completed independently unless stated otherwise.
- Ⓢ will be used where support (beyond encouragement) has been given.
- Weekly learning coverage is provided for families on Tapestry. The aim of this is to encourage talk around learning both in and out of school.
- Particularly in Reception, individual tapestry posts are provided where significant learning has occurred.