



Feedback and Marking Policy

Key Document Details

School Name: Grange Infants School

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Author: E Rushen-Gough/ E Rudman

Owner: All Staff

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Overview

The primary purpose of any marking is to assess the children's understanding and depth of learning that has taken place and to identify children's misconceptions to inform future teaching and interventions. The audience and purpose of the marking is for the children. Dialogue about learning is an important skill that we seek to develop throughout the school.

In the moment marking and feedback is expected to be effectively used by all members of staff during all lessons. By this we mean that while the children are working independently, the teachers and TA's will work the room identifying how the children are progressing with their learning. Teachers and TA's will give immediate feedback to the child on their work through the use of annotations and verbal feedback. No written comments are required.

Verbal feedback will be given to children throughout the lesson where possible. Verbal feedback may be individual, group based, or to the whole class.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on the feedback that will have the most impact on learning and progress for each piece of work set.

Principles of Teacher's Feedback

Feedback should:

- Provide **meaningful** feedback to the child.
- Highlight areas of **misconception** thereby enabling the child to reflect on this and provide further opportunities for the child to feel empowered to make **independent improvements** to their work. This should be done during the lesson or as soon as possible after as appropriate.
- **Inform** future planning of lessons and/or immediate intervention groups.
- Enable the teacher to understand the children's progress related to learning objectives.
- Be **manageable** for both the child and the teacher.
- Be **relevant** – sometimes marking is not necessary.

Feedback Guidelines

- Teachers will mark children's books in purple pen. Teaching Assistants and Supply Teachers will mark in green pens.
- Children will edit and mark their work in blue pen (when ready).
- The level of support given to children during lessons will be recorded on stickers by all staff with the exact support indicated.
- Children should respond to marking and feedback immediately (if possible) and edit their work using the blue pen in writing and pencil in Maths.
- All staff will identify incorrect letter and number formation for the children to practice immediately.
- Verbal feedback does not need to be recorded in written form.

Maths

Teachers should mark in the moment using their purple pens. Children should respond to feedback immediately by using pencil. Children who require further teaching to understand concepts will have further opportunities to develop their understanding through pre-teach, post-teach and intervention sessions. Deliberate practise is used for children to practise skills they have already been taught to ensure this knowledge is retained. Teaching Assistants should mark in green. Supported work should be accompanied by an adult help sticker.

Marking Annotations

| | | |
|------------------------------|------------------|---|
| Green highlight | Green highlight | When LO is achieved (Explore and embed) If Explore it is only achieved, highlight explore it and not LO. If Explore it and Embed it achieved, highlight both and LO. If Extend is achieved, highlight. |
| ✓ | Tick | Correct |
| • | Dot | Incorrect/ think again |
| 9 (or any other number) | Written number | Child to practice number formation |
| ✓ for support in support box | ✓ and annotation | Write exact level of support given. |

English

Teachers should mark in the moment using their purple pens. Children should respond to feedback immediately in blue pens (when ready) or in pencil. Teaching Assistants should mark in green. Supported work should be accompanied by an adult help sticker. Children should write every other line in Year 2 so that they can edit on the line above if/when necessary. The guidelines below are relevant to the child's year group and stage.

Marking Annotations

| Green highlight | Green highlight | When LO is achieved |
|------------------------------------|--|---|
| Start of EYFS | Children are focused on mark making (attempting to form letters). Teachers will demonstrate the correct letter formation when individual children are ready. | |
| End of EYFS Start of Year 1 | Letter that needs to be corrected a, b, c etc Finger spaces Letters to be formed on the line Full stops (if appropriate) Capital letters Spelling – common exception words (that have been taught) Missing word | Letter formation  <hr/>  Teachers will form correct capital letter underneath the piece of writing, children will edit. Write correct spelling and children to practice at least twice. ^ |
| End of Year 1 | As above Punctuation Spelling |  Sp |
| Year 2 | As above | |

| | | |
|--|---|------------------------------------|
| | Feedback is verbal from January for longer pieces of writing when the children are ready. | |
| | L (or any other letter – write letter) | Child to practice letter formation |

Children to edit using an editing flap as appropriate following in-depth verbal feedback with the class teacher.

Assessment and data

Marking and feedback can be used to contribute towards summative assessment and accountability data. However, teachers should remember that the audience for the marking is the child.

Self-review

Sometimes children will mark their own work. Children are encouraged to self-review through editing their own work.

Peer Feedback

On occasions, it can be helpful for children to assess the work of others in the class. Feedback is verbally given and is implemented throughout the school day.