

MELBOURNE INFANT SCHOOL

Developmental Marking and Feedback Policy.

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Melbourne Infant School.

Please read this policy in conjunction with our other policies:

- Teaching and Learning
- Curriculum Policy
- SEN and Inclusion

Rationale

Mark Less, Mark Better

The recipient should be working harder than the donor i.e. the teacher should have less work to do when marking in comparison to the child.

Melbourne Infant School is committed to providing relevant and timely feedback to pupils, both verbally and written. The learner is actively engaged in the process. Marking values the pupils' learning, helps to diagnose areas for development or next steps, and evaluates how well the learning task has been understood.

At Melbourne Infant School, we aim to:

- Provide consistency and continuity in marking across the school so that children have a clear understanding of expectations;
- Use the policy as a tool for formative ongoing assessment;
- Improve standards by encouraging children to try their best and improve on their last piece of work and make progress;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff.
- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Be written using grammatically correct sentences (left to right) and with accurate letter formation.
- Be timely to ensure impact.
- Allow time for the children to read, reflect and respond to marking
- Consistently followed by all adults working with children in the school.
- Give clear actions for improvement.
- Involve all children in the process (whether verbally or written), to ensure equality across subjects and abilities.
- Provide information for the teacher on the success of the teaching.

- Relate to the learning objective of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Self and Peer assessment are used effectively – whether this be written or verbal.

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective in all areas of the curriculum. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective.
- Common spelling mistakes and incorrect number formation will be underlined and children will be required to write out the word/number 3 times at the end of the piece of work/ spelling journal. Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- All marking will be carried out in ink.
- Any feedback given will be with the work completed and objective marked at the top of each piece of work. Feedback will be in the form of an action which the children have to complete in their purple pens thus enabling them to address misconceptions and improve future work.
- The adult working with the guided group should overwrite any writing that is not legible as appropriate.
- Children will participate in both peer assessment (PA) and self assessment (SA) of their work on the pictures of the strips.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. Any verbal feedback which is given during work will be shown by the children editing work/ completing actions using the purple pens.

2. Peer Marking – where appropriate

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set, such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or marking strip. The pairing of children should be based on ability and trust.

Monitoring

Marking and Feedback will be monitored regularly by the Senior leadership Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Review and Evaluation of the Policy

The policy will be reviewed every two years, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Reviewed November 2021

Marking Work November 2019

Pens to be used - Teachers (agency supply staff write Supply) Other adults Children

All work must include a date and the Learning Objective.

Actions for children must be written using grammatically correct sentences (left to right) and with accurate letter formation using slide ups.

If the teacher has given feedback (verbally or written) to the child during/ after work and the child needs to edit, child to use purple pen.

On objective / strip	✓ if met consistently - some evidence . no evidence
I	Independent
G	Guided
✓	Correct answer
<u> </u>	Underline if action needed. Child to use purple pen.