

Marking and Feedback Policy – September 2022

Rationale

The rationale for Upton Infant School's marking and feedback policy was formulated jointly by the teaching staff. Our rationale for providing feedback and marking is:

- To provide instant feedback to children to enable them to achieve success
- To enable children to reflect upon their work and make improvements
- To highlight errors and provide opportunity for further practice
- To celebrate success
- To assess learning to inform planning and next steps and any intervention required
- To provide summative assessment

Providing Feedback – School Expectations

1. Indicating the level of support

- Where pupil's learning has been scaffolded or supported, the level of support given, and by whom, is indicated by use of the pupil support scale.

1	2	3	4	5	6
Correcting	Modelling	Clueing	Prompting	Self-scaffolding	Independence
Pupil requires intensive support	Pupil requires substantial support	Pupil requires moderate support	Pupil requires some support	Pupil self-supporting with given resources	Pupil requires no support

- The support is indicated at the top of the page in a pink circle e.g.

		
Indicates level of teacher support given	Indicates level of teaching assistant support given	Indicates cover teacher's initials and level of support

- Where work is independent, no indication is necessary
- Where the level of support changes throughout a session, this may be indicated at the appropriate point in the work

2. Marking focus

The marking / feedback should be focused on these areas:

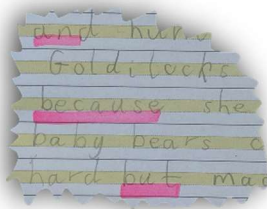
- Learning objective
- Success criteria
- Individual targets
- Basic (stage appropriate) errors, such as number reversals, spelling, letter formation, handwriting

3. Guiding Improvements and Indicating Success

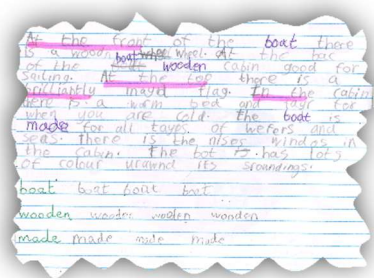
- Where parts of the work indicate they have met the learning objective or success criteria, these may be neatly underlined in pink highlighter.
- Where areas for improvement are identified, these may be written in green ball point for practise and correction.
- Marking symbols in green bubbles provide an indication of where improvements could be made, for example using conjunctions, keeping writing on the line, using capital letters.
- Children may use a purple pen to indicate their corrections.



Green bubbles indicate improvement areas.



Pink underline highlights success.



Improvements written in green for practise and correction

4. Assessment

- The level of success is indicated by highlighting the learning objective as follows:

		
Learning objective met	Learning objective partially met	Learning objective not met

- Where success criteria and targets are provided, these may be also be underlined to indicate the level of success.
- Learning objectives may be highlighted as met even where a high level of support is given, with the level of supported indicated as outline previously.

5. Target Setting

- Children's targets are based on identified improvement areas, e.g. from green bubbles
- Target stickers are placed on the front of writing book
- Children write their target in the target star on the objectives stickers



6. Improvement time

Improvement time is provided to allow children to make corrections and improvements to their work. This could be done:

- During assembly time
- During morning 'Get Set Go' time
- In pit-stop plenaries
- At the start of the next lesson
- After lunch, before the afternoon's lessons start