

# Church Hill Infant School



## Marking and Feedback Policy

Adopted January 2012  
Reviewed 24<sup>th</sup> March 2017

Signed \_\_\_\_\_ Chair of Governors

It is our school's intention to provide informative feedback for children on their work and progress. We aim to ensure that all children are given feedback which moves their learning forward, develops self-confidence and provides opportunities for self-assessment.

### Aims

- To show our respect and value of children's work
- To encourage children to work to their full potential
- To reinforce high standards of expectation
- To inspire children to greater expectations of themselves
- To provide children clear next steps in learning
- To foster a mindset for continuous improvement

### Principles

We aim for our marking and feedback to reinforce our whole school values

- Acknowledge that children learn and work in different ways
- Children's achievements and efforts should be celebrated
- Children should understand how well they have achieved within each lesson
- Children should be given time to process feedback regularly and identify their own difficulties, successes and next steps
- All work should be marked, specific feedback will be written
- Feedback should indicate specific successes and areas for development – building on skills, knowledge and understanding

### Learning Objectives

Expectations should be made clear for each child. A clear learning objective which indicates the expected learning for the lesson **should** be displayed clearly on the learning objective sticker for all lessons.

### **Success Criteria**

Success criteria will be shared with the children during each lesson. Teachers will use the most appropriate method to do this. Some examples include; using exemplification of a successful piece of work (WAGOLL – what a good one looks like) or a poor piece of work (WABOLL – what a bad one looks like), uplevelling during mini plenaries, using red it edit, working wall to highlight specific features of success, generalisation posters, videos, children's work under the visualiser.

- English - success criteria will indicate clear outcome based success when children are writing at length
- Maths - success criteria will indicate the progressive steps of success.

### **Marking**

All work will be marked and will include constructive comments in line with the individual's capabilities

All work should be dated and the use of symbols will clarify how children have worked on a task e.g. T – with the teacher, OA – with another adult, I – independently, S – supply. Any adult, other than the class teacher, who marks work, should initial their comments.

Children should be aware that they are expected to complete a given task in the allocated time

- Children to be taught to write and underline the full date.
- Children will be taught handwriting as prescribed by our Penpals scheme

### **When marking, teachers should:**

- Mark work with the children when they are working in groups/one to one situations (Teachers and Learning Support Assistants)
- Mark in blue pen, modelling neat and clear handwriting that follows our Penpals scheme.
- Use highlighters.
- **Pink for positive – tickled pink.**

If the child has achieved the Learning objective it will be highlighted pink on the sticker. If it has not been achieved it will be left blank.

Teachers should not over-mark, it is important to read through and pick out the highest level skill that the child has demonstrated. This will be highlighted pink. Children need to know why they were successful.

### Green for what needs work – green for growth.

Teachers should consider what 'next step' will have the most impact on the child's work. This will be indicated by green highlighter and the use of the appropriate symbol. Children need to know **how** to improve.

Extended writes will be planned weekly and the Learning Objective stickers will be more detailed for these activities. As well as the Learning Objective there will be space for two specific targets that need to be worked upon in that piece of work. These can be typed or handwritten but must be personalised for each child. There will also be space for the child to indicate whether they feel they have remembered their target. This will be either a smiley face or a sad face. If the teacher sees evidence that the child has remembered their target they will highlight it pink and will also date the corresponding target on the Objective grid in the front of the book. The 'next step' from the writing will become the target for the following extended write. This will ensure that there is a regular cycle of responding relevant to the child's specific writing targets.

- Have corrections visible of age appropriate expectations e.g. spellings of high frequency words, letter formation, use of punctuation where appropriate
  - ✓ Provide age appropriate feedback using agreed symbols

It is vital that children understand their marking and can talk about what they have done well, in addition to what they could do to improve.

## Responding to Feedback

It is expected that children are given the opportunity to respond to feedback especially when working with an adult. There should be clear evidence of where improvements have been made.

Evidence of pupils responding to feedback may include “practise”, “extend” or “finish” tasks. Teachers should consider what will have the most immediate impact on the children’s learning.

### Red –it, edit.

Children will be encouraged to self-correct their work when they realise they have made a mistake. Any alterations will be made in red pencil so that it is clear to see where improvements or amendments have occurred. This process is essential in teaching editing skills. Only staff will use rubbers. If a mistake cannot be corrected by red-it, edit, it should be crossed out with one neat line.

### Targets

On the inside cover of each Writing book there will be an Objective grid which is in line with the end of Year Expectations for that year group. The objectives that have been previously met by the child will be highlighted pink. (Tickled pink) The objectives which are the current targets for the child will be highlighted green. (Green for growth) No more than 2 general targets should be highlighted at any one time although an additional handwriting target will be ongoing.

When evidence of the targets has been seen during the marking process, the Teacher will date in the ‘seen by teacher’ section. After 3 times the target is met, a smiley star sticker will be awarded and a new target set.

These grids will be used when moderating and looking for evidence of specific objectives.

Each time the pupil receives a new book there will be a new grid so that they always relate to the work in that book.

# Appendix 1

## List of non negotiables relevant to the year group

### Foundation Stage

- Form letters in their name correctly
- Hold a pencil with a comfortable and effective grip
- Write their own name
- Use their phonic skills to attempt writing

### Year 1

- Form all letters correctly
- Use their phonic skills to attempt writing
- Spell words appropriate to their Phonic Phase correctly
- Spell high frequency words from the Year 1 list correctly.
- Use finger spaces and full stops
- Write on the line
- Use capital letters correctly
- Check their own work
- Date and underline their work with the long date in writing books and short date in Numeracy books

### Year 2

- Have a neat and well-formed handwriting style with clear ascenders and descenders
- Date and underline their work with the long date in writing books and short date in Numeracy books
- Punctuate sentences correctly
- Set work out neatly – scribbling out will not be acceptable
- Spell an increasing number of words correctly as appropriate to their Phonic Phase
- Spell high frequency words from the Year 2 list correctly
- Produce an adequate amount of work in the time given
- Use descriptive language
- Check their own work and make corrections

# Appendix 2

## Maths

### When marking teachers should:

- Mark in blue pen
- Somewhere at the top of the page it should state whether the children have worked independently (I), with a teacher (T) or with another adult (OA)
- Mark work with the children when they are working in groups/one to one situations (Teachers and Learning Support Assistants)
- If the objective has been met it should be highlighted in pink. If the objective has not been met the objective should be left unhighlighted.
- If a child has answered a question correctly it should receive a tick.
- If a child has answered a question incorrectly (made a slip up) it should be marked with a dot.
- If possible teachers should not correct the answers instead they should provide time for the children to correct their slip up.
- Pick up on any incorrect number formation.

### Responding to Feedback

It is expected that children are given the opportunity to respond to feedback either within or after the session, or during magic maths. **Responding should be more than corrections and where appropriate moves the children's learning on.** There **should** be clear evidence of where improvements have been made.

**Children do not need to produce a page of right answers to prove they can understand a concept/ skill. Responding to oral feedback on these occasions can be shown by children moving onto harder challenges as they deepen their learning within a lesson or through a short planned reasoning activity.**

Examples of children responding in maths lesson include:

- Applying a skill in a different context
- Applying a skill with a larger number
- Proving/ convincing an answer is right or wrong
- Addressing misconceptions during magic maths

Where appropriate, children **should** respond to feedback using Red-it, edit pencils.

### **Magic Maths**

This is a daily opportunity for identified pupils to address misconceptions and respond to oral feedback. During this short afternoon session, children **will** be given a personalised opportunity to plug relevant gaps in learning and therefore move their understanding on. Feedback from this session will mainly be oral however; children **will** record this work to show evidence of their understanding. The magic maths stamp **will** be used to evidence the children **have achieved** the objective.