



Hunter's Bar Infant School Marking and Feedback Policy

The Aim

This policy will enable teaching staff to consistently provide meaningful, age appropriate feedback to pupils following assessment of their work. Pupils will be informed of positive achievements and clear next steps to progress their learning both verbally and in writing.

The Purpose of Marking and Feedback

Feedback is part of the marking process and needs to be acted on, involving the learner more actively. As a result of marking and feedback, pupils must:

1. **UNDERSTAND** what they have done well
2. **BE CLEAR** about how to improve
3. **MAKE VISIBLE** signs of improvement

Guidance for Quality Feedback

- Feedback and marking is most effective when it is instant and done WITH the child alongside.
- Teachers will ensure they plan time into lessons for feedback and marking and give the children time to act upon feedback.
- The adult working with the child/children should give the children feedback using the feedback and marking codes
- Marking may be done by Learning Support Assistants who are working with the class or small groups. It is an expectation that they feedback their observations to the teachers and that teachers use their marking alongside their own for summative and formative assessments.
- Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.
- School handwriting script should be consistently used by adults.
- Every piece of work (including photographic evidence) should have the date and WALT written at the top.
- Feedback and marking should relate directly to the WALT, however if other key teaching points arise this can also be marked e.g. letter reversals. Care must be taken that marking is not simply 'secretarial'
- THE WALT (LEARNING OBJECTIVE) MUST BE CLEAR AND SAY WHAT THE CHILD IS LEARNING NOT WHAT THE CHILD IS DOING
- Children should be encouraged and given the opportunity and time to comment on the feedback that they have been given through the marking with some evidence of dialogue.
- **Guidance prompts** may come in many forms:
 - Questions
 - Instructions
 - Discussions
 - Diagrams
 - Coaching (whereby pupils are helped to identify improvements that are required)

Types of prompts used to enable active improvement by pupils:

- **Challenge:** Now can you tell me more about the atmosphere in the forest?
- **Reminder:** What should you include in the setting of your story? Can you think about this and add more?
- **Steps:** *First* go and check you have included a sentence about the setting
Then see if you can add a little more detail about what you can see
- **Example:** Put this sentence into your story here * to improve the description of the setting.

Feedback and Marking CODES

<p>I went to the shop I went to the shop.</p>	<p>You can highlight the work directly YELLOW represents 'YIPPEE!' for positive feedback (The yellow should outweigh the pink) PINK represents 'THINK'</p>
<p>.....</p> <p>I saw you using your 'Phonics Fingers' to sound words out.</p> <p>You remembered the full stop.</p> <p>Can you circle the correct spelling? tha thr the</p>	<p>Or record your feedback at the bottom of the work YELLOW represents 'YIPPEE!' for positive feedback (The yellow should outweigh the pink)</p> <p>PINK for THINK</p>
<p>V Capital letters for names</p>	<p>V identifies verbal feedback –write a brief description of what you discussed.</p>
<p>ST</p>	<p>ST identifies supply teacher marking</p>
<p>T / LSA / I</p>	<p>Indicate the level of support the children had: T = Teacher LSA = Learning Support Assistant I = Independent</p>
<p>CL, SP, P</p>	<p>Year 2 may use additional codes e.g. CL: Capital Letters, SP: Spelling, P: Punctuation</p>
<p>T ↓</p>	<p>If a child was working independently and then needed some support you can indicate the point at which support was given and with whom at the side of the work.</p>

Summary of Expectations of Teachers:

Can you show that your marking and feedback is:

Read and understood by children?

Acted on?

Used as part of the dialogue to improve learning and progress? Two-way?

Modelled by children when evaluating their own work?

Simple - with the ultimate test being that it is making an impact on the quality and progress of learning?

Monitoring of Feedback and Marking

Marking and feedback is monitored to ensure that it's three purposes are of a consistently high standard throughout school. This is done through once termly Standard Reviews by the Senior Leadership Team, regular year group and Key Stage moderation, staff meetings, Subject Leader work scrutinies and discussions with pupils.

Date approved by Staff and Governors: _____

Review Date: _____