



Hunter's Bar Infant School

Marking and Feedback Policy

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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




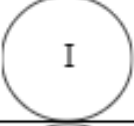



- Feedback and marking is most effective when it is instant and done **WITH** the child alongside.
- Teachers will ensure they plan time into lessons for feedback and marking and give the children time to act upon feedback.
- The adult working with the child/children should give the children feedback 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.

KS1 Pupil Feedback Guide



Feedback	What this means	I need to...
On my WALT: Yippee Yellow ! –When achieved!	You have achieved the learning objective and have met the success criteria	Be happy and proud of my achievements.
Yippee Yellow ! In my learning.	I have demonstrated learning linked to the WALT.	Be happy and proud of my achievements.
<div>  Think Pink –What do you need to do next? </div> <div> For example ➤ Punctuation is missing or incorrect. ➤ A number or letter is formed incorrectly ➤ Spelling mistake </div>	I need to change my learning so it is correct or improve my learning.	Be resilient and edit my learning.
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	Support from a Teacher or Learning Support Assistant	
	Verbal feedback has been given by a teacher or teaching assistant.	
	Independent Work - I worked on this without any support.	
	Supply or student teacher support - My learning has been marked or supported by a student/supply teacher.	
	Same day intervention - I have completed pre or post learning	
	I need to make additions to my learning here.	Be resilient and edit my learning.