



Chater Infant School

**An exceptionally high performing
professional and learning culture creating
excellent achievement for all.**

Marking & Feedback Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

(Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education)

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Date agreed: June 2022

Date of next review: May 2025

Rights Respecting School Agenda

As a Rights Respecting School, there are two articles that feed into our Marking and Feedback Policy:

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education

These two articles have been simplified for the Charter Infants charter for children to follow;

We have the right to go to school

We have the right to learn.

Statement of Intent

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

Good quality marking and feedback which is clear, consistent, and understood by all is essential if children are to develop as independent learners, with an awareness of their own strengths and areas for development – IS this too long?. It is informed by the principles of effective marking and feedback as in Assessment for Learning.

Good quality marking and feedback supports formative assessment.

Good formative assessment focuses around successes and improvement for each learner, against their own previous achievement, so grading or other benchmarks are irrelevant. Summative assessment summarises what the learner knows or understand at that moment – again, with or without any benchmarking. Whatever the learner's age, the curriculum demands, the subject, the educational setting or testing arrangements, formative assessment is always relevant, as it revolves around the only focus that makes any sense: the empowerment of the learner. Once this becomes the prime focus for every teacher and pupil, with formative assessment as the driving and guiding force, outstanding achievement is not only possible, but highly probable. **Shirley Clarke 2014**

The purpose of marking and feedback is to:

- Recognise, encourage, and reward children's effort and achievement, and celebrate success
- Provide dialogue between teacher and children and clear feedback about the strengths and weaknesses in their work

- Indicate how a piece of work can be corrected or improved against the learning intention/pupil target
- Identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed
- Inform curriculum planning and next steps for children
- Inform parents and other adults of the progress made by the child

The principles underpinning this policy are that:

- Children are actively involved in their own learning
- Pupils are aware of the learning objective and success criteria of the lesson
- Work must be appropriate to the learning needs of the child
- Written marking is only of value if comments are read, and sufficient time is given for children to respond to the comments
- Feedback needs to be as immediate as possible
- Children will be encouraged to identify their own successes
- Correcting has its place in marking but only when it contributes to an improvement in a child's work
- That work is marked in such a way that achievement is acknowledged, and teaching points are highlighted
- Marking/feedback should be linked directly to learning intentions and/or pupil targets
- We are confident that every child can improve given appropriate support

Marking and feedback in practice

Oral Feedback

The agreed practice for staff is:

- Because of the age of our pupils much of the feedback will be oral
- Immediate oral feedback is the most effective method of communication
- Opportunities are provided for children to evaluate each other's work ~~for example Art Gallery~~
- Pupils regularly share feedback with each other
- Examples of children's work are used
- Mini plenary opportunities are used as appropriate to provide immediate feedback
- Certificates and wrist bands are given for behaviour and effort
- If oral feedback is given to the child on their next steps or to support a misconception, this can be recorded on the child's work as a V and be circled. (V stands for verbal feedback given). This should be in green ink
- To use effective questioning strategies e.g.
 - ❖ Extend wait time

- ❖ No hands up – teacher chooses/ or name sticks/others add, disagree
- ❖ Talking Partners
- ❖ Snowballing – talk to partner, other pair, another 4 etc.
- ❖ Jottings/whiteboards
- ❖ Range of answers given to discuss
- ❖ Hot seating
- ❖ “Say what you would have said”
- ❖ Focus on the response not the child
- ❖ Respond neutrally – echo idea or “Does anyone have a different idea?”
- ❖ Include “Do you think...” & “Why.... , How & What if.....in questions

Written Feedback

- All work will be ‘acknowledgement’ marked with a tick/smiley face/stamp (Standard school symbols to be used at the end of a piece of work)
- Children’s work is marked regularly and is kept up to date
- Key pieces of writing are marked in depth using the red (‘racing ahead’) and green (‘to grow’) colour system (see Appendix 1)
- Where possible success linked to the learning objective (LO) and success criteria (SC) will be identified either by the child, teacher or LSA or child and adult together. The successes will relate directly to the learning objective or child’s learning targets.
- Children are encouraged to evaluate their own work and the work of others against the success criteria written or orally. We use the smiley faces as Assessment For Learning (AFL) with the children.
- For the very young, less able or SEND these prompts may still be oral and will be noted on the work. When able, children must become used to written comments.
- In KS1 when a child is assisted, *significantly* with a piece of work write in a capital S within a circle to signify it was assisted. In exceptional work produced the teacher will mark it with an I for independent work.
- In the Early Years Foundation Stage an ‘I’ is put in for independent work, S for supported and additional comments are added if necessary. Work is also labelled CIL (Child Initiated Learning) or TLA (Teacher Led Activity.)
- In EYFS observations CIL and TLA are used. In books it is teacher led or teaching assistant led. Various S codes are used, e.g., S and S+
- In the Early Years Foundation Stage children are introduced to the marking symbols when they are ready
- In KS1, if work has is completed as part of a ‘guided writing’ or ‘guided maths’ group or they have worked in mixed ability pairs, this should be noted as well on the child’s work.
- On occasions, particularly closed tasks, some pupils are able to mark their own work or each others
- Written comments must be legible and in the school handwriting script as they are models for the children

- Mark with a small cross if a Maths calculation is wrong and a tick/c with the correction
- The use of a child's name in a written comment personalises it
- ~~Teachers need to model handwriting that is legible suitable for the key stage that they work in~~
- Correcting capital letters can be circled in a green pen so children can see where they have made a mistake at the start of the sentence and to edit
- If a full stop is missing, teachers can use a downward arrow pointing to where the full stop should be inserted in a green pen
- To underline spelling of high frequency or common words with an expectation for children to have opportunities to write the word correctly (only up to 3 spellings)
- Teachers to correct and model reversals of numbers with an expectation that children will copy the correct formation of the number

Next Step Feedback

Next step feedback can be given orally and written. It is purposely used to provide next steps in moving learning forward and providing challenging questions to encourage deeper learning. The best practice of next step feedback is given within a lesson or immediately after the lesson as possible and should be shared with the child individually wherever possible. Where a misconception is being supported, this should be modelled in children's book to support learning. If it is a general misconception in a group of children's learning, the feedback will be supported in planning for the next day's lesson to support this group of children. Next step feedback should be used to support the following:

- It is expected that all children will receive a next step feedback in extended writing (A red comment and a green comment). The feedback in green should be something that the learner needs to action on
- All children should have at least one next step feedback a week in English, maths, and in their topic books. It will be expected that this feedback is acted upon by the learner. This feedback should be marked or acknowledged by the teacher
- Support and model misconceptions in learning. This can often be seen in maths lessons where a child may have not understand a strategy and where this is then modelled by the teacher. This should be in green pen. Where possible, children should have an opportunity to follow the model (with support if necessary) to meet the LO
- Next step feedback can be delivered within a lesson to provide a more challenging activity or give the child an opportunity to apply what they have learnt in a different way (it is not more of the same)

CELEBRATION OF ACHIEVEMENTS

- We have an ethos of being able to readily identify achievements and proud moments

- Self esteem is seen as a significant factor in being a successful learner
- Achievement rewards (bands and certificates) are given for work/behaviour during our Friday Assembly
- Children share their work with the school in assembly each week
- Children show work to relevant co-ordinators or previous teachers

Appendix 1

Mark in **red** anything the pupil is

Racing Ahead

with!



Mark in **Green** anything you feel

needs to grow.



Feedback codes

	Support given
	Verbal feedback given (in green ink)
	Independent work
Guided	Guided work
Peer / paired support	Paired work
	Where the full stop should go (in green)
	Correcting capital letters (e.g.  big tiger came to tea.) (in green)
	Underlining a spelling (with written correct spelling above or in the margin)
	Next Step. The child completes next step in purple pen.

EYFS codes

S for support given

S+ for considerable support given

CIL for child initiate activity

TLA for teacher led activity

I for independent



I love your work (maybe a red heart)



LO achieved

It goes without saying that these codes don't work in isolation and are to be alongside quality marking and feedback.