

MOSS HALL INFANT SCHOOL

Marking and Feedback Policy

Autumn 2018



Policy Review

This policy will be reviewed in full by the Governing Body (Curriculum Committee) triennially.

The policy was last reviewed and agreed by the Governing Body in Spring 2018.

It is due for review in Spring 2021.

The purpose of this policy is to make it clear how the adults at Moss Hall mark pupil's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Aims/Purposes

- To improve standards and outcomes across the curriculum
- To provide constructive feedback to pupils about their work, both written and verbally in order for them to make improvements
- To focus on success against the learning objective and identify areas for improvement
- To encourage pupils to become reflective learners
- To motivate pupils by recognising achievement
- To track and record pupils' progress and to inform planning
- To address any misconceptions

Marking and Feedback should:

- Be a dialogue between teachers and children where possible taking opportunities to provide immediate verbal feedback and next steps
- Be manageable for the teachers and accessible to the pupils
- Relate to the learning intention
- Give recognition and praise for achievement and clear strategies for improvement
- Acknowledge effort from pupils
- Allow specific time for pupils to read, reflect and respond to marking
- Use consistent codes across the school
- Be seen by pupils as a positive approach to improving their learning

Types of Marking

Active Marking

It is important for all pupils to have verbal feedback from a member of the teaching team and done immediately where possible. It should be supportive and constructive and not undermine effort. Verbal feedback should be indicated with a VF (and one word detailing your verbal comment e.g. presentation/ spelling/ lower case) and any annotations written in green pen. This will indicate that the child was present when the annotations were made.

Peer and Self Marking

The pupils, as a class or in groups, are given time to mark their own and each other's work. There should be planned opportunities for the children to evaluate work and provide suggestions for improvement. Any self-assessment changes made should be done in coloured pencil by the child. Children should be encouraged to enter into a dialogue about marking and ask for clarification about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be encouraged to read and comment on each other's work. Peer marking should be written on a yellow post it with the marker's name on it.

Summative Marking

This is associated with closed tasks or exercises where the answer is either right or wrong. This will usually be during a maths activity. If an answer is correct then it should be marked with a tick. If an answer is wrong, it should be circled in order for children to have another go. A challenge is given so that children can demonstrate their understanding further. The challenge is marked by use of a stamper.

Guided work marking

This is used for teacher assessments and should relate to the learning objective. This is addressed to the child acknowledging their effort.

Guidelines for Marking:

- Written comments must be dated and initialed at the end of a piece of work (this will include Teaching Assistants and Supply teachers).
- The learning intention must be made clear either through the adult's comments or in the title/ description of the task.
- Adults must adhere to the Handwriting Policy ensuring writing and presentation is legible for children.
- Use the marking symbols as shorthand when marking and ensure pupils are clear about what the symbols represent.
- Display the marking symbols in the classroom.
- Use a **black** biro for comments/symbols and a green biro for next steps and any feedback given with the child (Active Marking).
- Mark promptly, regularly and read the entire piece of work.
- Give time for pupils to read comments and, when appropriate, practise skills identified in next steps.
- Spelling, punctuation and grammar **need not** be marked in every piece of work but persistent errors should be underlined.
- Marking of spelling must be limited to the words pupils should know.
- Red pen and stickers should not be used at any time (rubbers should only be used by adults).

Outline of Marking and Feedback in each year group

Reception

- **Verbal Praise/dialogue** with children about their play, work is done daily.
- **Incidental written observations** on post it notes will be completed by all staff.
- In the Autumn Term we start **focus children**. When a child is the weekly focus child these observations will be more frequent (approx. 10 per child) and include a narrative observation. Three children per week will be focus children, therefore each child will be a focus once per term. These observations along with any photos from the focus week will be presented in the child's Profile Book but assessed on Tapestry. It will also include a next step and information from parents.
- **Next steps** will be shared with children verbally and with parents during parent consultations. Weekly planning is also carefully planned considering children's next steps to ensure they are met. Tapestry should have the title of 'Next Step' if an observation includes a note of this.
- **Profile books** will contain children's written and guided work. There should only be a new piece put in which shows progress being made. For example, mark making and the next piece would show some recognisable letters/initial sounds.

- **Focus children profile books and Tapestry** should be updated following their focus week and include next steps. Time has been allocated for the end of each half term for an adult will go through their profile books or Tapestry. Children's voice should be written in capital letters on Tapestry.
- **Guided Writing-** Writing may require an adult to transcribe what has been written near to the child's writing. Children's guided writing can also be made into class books. An outline of the activity will be on the planning, learning objective and a summary will be written onto a whole class assessment sheet.
- **Guided Maths-** if evidenced with a photograph, this should be uploaded on Tapestry (one per half term) and annotated onto the class assessment sheet. Any guided maths completed on paper, if not put in profile books, should be made into class books.

- **Guided Reading**- children will begin with 1:1 reading. Once they are ready, they can be put into ability groups. Learning objectives are decided upon by class teacher to suit the needs of the group ensuring that all aspects of Reading are covered. Reading records should be kept for each group and comments should be made for each child relating to the chosen objective.
- Guided work will be recorded on whole class **assessment sheets** and marked with / for emerging \ for expected and /e\ for exceeding the objective.
- When children are ready, '**active marking**' should begin to encourage children to make immediate changes/ improvements and challenge them further.

<u>Year 1</u>	<u>Year 2</u>
<p><u>English</u></p> <ul style="list-style-type: none"> ○ All pieces of work in books should be acknowledged in line with the approaches listed above: either through teacher marking, peer marking or self-assessment. ○ Assessment checklists must be completed at the time of marking and used to inform next steps. ○ Every child will have at least one piece of written work (either guided or writing workshop) marked in detail once every week. ○ Handwriting books- teachers are required to provide modelled examples and ad hoc input only when required. <p><u>Maths</u></p> <ul style="list-style-type: none"> ○ Maths Journals- Peer and self-marked. Stamped to show where additional adult support is given. Stamped to show when a child has <u>completed</u> a challenge task. Challenge should always be available for children. Comments should be related to the task and not to presentation. May include notes of comments overheard by teachers that demonstrate deep thinking ○ Practice Books- Every page marked using a tick to indicate success and circling an incorrect answer, this may be done by the child at a marking station, as a whole class or by the teacher. Circled answers should always be revisited by the child to correct their mistake, working out may be done in maths journals. Should be evident where feedback has impact. Stamped to show where additional adult support is given. ○ OWL Books – Teacher to write short explanation of activity. Children to reflect on the learning focus with comments on what they did/ thought/ learnt. Comments scribed by child or teacher where appropriate. ○ Have a Go Books- no marking is required 	<p><u>English</u></p> <ul style="list-style-type: none"> ○ All pieces of work in books should be acknowledged in line with the approaches listed above: either through teacher marking, peer marking or self-assessment. ○ Assessment checklists must be completed at the time of marking and used to inform next steps. ○ Every child will have at least one piece of written work (either guided or writing workshop) marked in detail once every week. ○ Peer marking comments should be made on yellow post its and stuck in. ○ Self-marking. Children should be encouraged to self-correct by making a neat line or cross and rewrite. ○ Handwriting books- teachers are required to provide modelled examples and ad hoc input only when required. <p><u>Maths</u></p> <ul style="list-style-type: none"> ○ Maths Journals- Peer and self-marked. Stamped to show where additional adult support is given. Stamped to show when a child has <u>completed</u> a challenge task. Challenge should always be available for children. Comments should be related to the task and not to presentation. May include notes of comments overheard by teachers that demonstrate deep thinking ○ Practice Books- Every page marked using a tick to indicate success and circling an incorrect answer, this may be done by the child at a marking station or by the teacher. Circled answers should always be revisited by the child to correct their mistake, working out may be done in maths journals. Should be evident where feedback has impact. Stamped to show where additional adult support is given. ○ OWL Books – Teacher to write short explanation of activity. Children to reflect on the learning focus with comments on what they did/ thought/

<ul style="list-style-type: none"> ○ Science books– one assessment piece per science strand plus a scientific enquiry piece should be completed. (5 across the year) This should be dated and annotated. Additional Science work may form part of a class topic book or stuck into the child’s Science book and marked with i or g. Teachers to complete assessment grids at the front of the books. ○ Computing – Six pieces of work from across the year group to be collected every half-term demonstrating a range of computing experiences and skills. Additional work to be kept in the OWL books as part of the pupils’ wider learning. From the spring term there will be an expectation to have 1-2 pages of computing per topic. This should include pupils’ reflections on their computing work. 	<p>learnt. Comments scribed by child or teacher where appropriate.</p> <ul style="list-style-type: none"> ○ Have a Go Books- no marking is required ○ Science books- this is continued in Year 2 and will feature one assessment piece per half term. Additional Science work may form part of a class topic book or feature in independent work folders. Teachers to complete assessment grids at the front of the books. ○ Computing - Six pieces of work from across the year group to be collected every half-term demonstrating a range of computing experiences and skills. Additional work to be kept in the OWL books as part of the pupils’ wider learning. From the spring term there will be an expectation to have 1-2 pages of computing per topic. This should include pupils’ reflections on their computing work.
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Monitoring and Evaluating this Policy

This policy will be monitored by further consultation with staff and through planned policy reviews. Pupil’s workbooks will be monitored by the leadership team and subject leaders through book looks and during lesson observations and learning walks. Written and verbal feedback will be given to individual members of staff when appropriate. Good practice, in addition to development areas, will be highlighted.

Children's Response to Marking

Before a guided session begins children will need to respond to the 'green pen comment' at the end of the last piece of work. This may be a question to answer or a skill to practise.

Examples of 'next step' comments



Write the word 'with' correctly.



Find a sentence that is missing a full stop.



7 7 7 _____ (number formation)

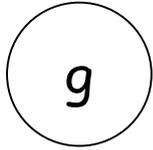


Add 10 to these numbers 7 16 34

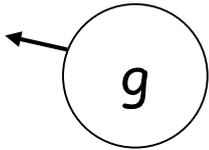
MARKING SYMBOLS

Guided work feedback

For work done with an adult which would include the use of word cards, alphabet cards etc.



Guided group work carried out with adult



Guided to here



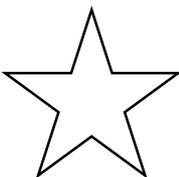
Verbal feedback given



Well done!



‘This is disappointing’ or ‘I know you can write more than this’ (the appropriate action to be taken by the child should accompany the comment)



To be used within a piece of work if you are particularly pleased with it (e.g. for a specific word used)



What is the next step for learning? Must always be indicated on adult supported activities and a green biro must be used

Independent work feedback

i

Independent work with no adult support

r

Resources used e.g. word banks, topic words

as

Adult supported (initialled)

ww

Writing Workshop

al

Adult has initiated an activity which the child has carried out independently