

Marking and Feedback Policy

Rationale:

To ensure provision for constructive feedback to children, focussing on success and improvement needs against learning intentions. It enables children to become reflective learners. Appropriate feedback and clear understanding of the marking and feedback processes gives teachers and children the opportunity to identify their achievement of the learning intentions and, if appropriate, the progression to the next stage of development.

Time spent upon allowing the pupils to reflect and to improve their work is more valuable than learning facts and being content driven.

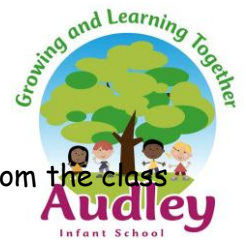
Aims and objectives:

- To enable all children to identify their successes.
- To help children identify and understand what they need to work on to improve and progress to the next stage of learning.
- To help inform teachers so that planning can be amended to take account of the needs of each child.
- To provide a marking and feedback process that is understood by and accessible to all children regardless of age, ability, gender or race.
- To provide a framework for marking and feedback whereby teachers can use professional judgement to determine the most appropriate method to be used (oral, written, visual) and if this should be undertaken on an individual, group or class basis.
- To ensure that marking codes and strategies are consistent throughout school.

Principles:

- Teachers and children should be clear about the **learning objective of a task** and the **success criteria**.
- Teachers should regularly provide constructive suggestions about ways in which the children may improve their work.
- Teachers should regularly provide next steps for the children.
- Teachers should **mark against/comment on the learning intentions** and/or **the success criteria** and link this to the **next steps of learning**.
- Teachers should comment on specific, positive aspects of the work.
- Teachers should pay close attention to self-assessment by children and look to take on board their comments and needs.
- Teachers must use the information gained, together with other observations/information, to adjust future teaching plans.
- When appropriate, children should be encouraged to **self-assess their work themselves** in every lesson and be given appropriate time to do so.
- It is essential that children should be given time to act on the feedback they are given.
- Class teachers and TLA 3 class support will mark work. Teaching and learning support students will not mark books unless under the guidance of a class teacher.

Audley Infant School



- Teaching training students may mark work with guidance and monitoring from the class teacher

Feedback processes:

Oral feedback:

- It is important for our children, to have oral feedback from the adult working with them. This should be immediate wherever possible.
- The adult should talk through the child's self-assessment, clarify any misconceptions about this, or the work they have undertaken, and discuss future targets or next steps as appropriate.

Visual feedback:

- Where appropriate children can give feedback in a visual format e.g. 'thumbs up/down'.

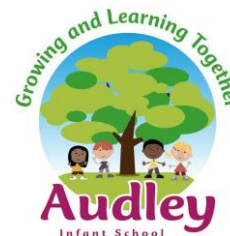
Written feedback:

- Written comments will focus on the learning intention of the task. They will highlight the learning that has taken place and highlight next steps in a child friendly way. They will be shared with the child whenever possible.

Target setting

- Children will be involved in deciding their next steps where appropriate in the core subject areas and foundation subjects as the class teacher sees fit and in ways highlighted by the policy.
- Formal target setting with children is under review during the academic year 2013/2014. Subject co-ordinators will research the most appropriate ways for target setting with children. They will decide on an appropriate format to be shared with colleagues. Decisions will be made for Literacy and Numeracy by summer 2014.

Audley Infant School



Format for quality marking:

The following key should be used, modified to suit the year group.

- ✓ - to indicate that this work is correct
 - ● - To show that the work is incorrect and requires thinking about.
 - C - When a child has corrected the mistake a tick is placed through the c to show that it has been corrected from the original mistake.
 - I - to indicate that the piece has been completed independently
 - TH - to indicate that the child has received help from the class teacher
 - SH - to indicate that the child has received help from the TLA 3 class support.
 - G - Guided writing task has taken place
- ❖ Children's work should have a title that shows the learning intention.
- ❖ Resources used should also be noted where applicable to learning,
E.g. hundred square/number line/numicon

Quality marking colour codes:

Marking will be adapted to suit each year group.

Positive marking strategies will be used throughout school within Literacy/Numeracy as appropriate.

Highlighters will be used to indicate where children have been successful.

In Year 2

GREEN = GOOD CONNECTIVE
PINK = GOOD SENTENCE OPENER
YELLOW = GOOD USE OF ADJECTIVES-WOW WORDS
BLUE = GOOD USE OF PUNCTUATION (AS APPROPRIATE TO YEAR GROUP)

In Year 1/Reception (when appropriate) to be trialled academic year 2013/2014

PINK = PERFECT
GREEN = GROWTH

Self-Assessment:



I do not understand.



I mostly understand.



I understand.

- Traffic light system will be introduced in the summer term in year 1.
- Year 2 will continue the traffic light system as self-assessment as appropriate.

Key strategies for peer/self-assessment:

Before self-assessment can take place, children must focus again on the initial learning intentions of the session.

These are the strategies that can be used in lessons against the learning objectives.

- Thumbs up/down
- Peer talk opportunities
- Questions for self-assessment within the classroom
- Using plenary for peer/self-assessment as appropriate
- Using the success criteria
- Traffic lights
- Addressing misconceptions

Monitoring and review:

Implementation of this policy will be monitored by the assessment co-ordinator and SLT through:

- Monitoring of planning
- moderation of samples of children's work
- Observation of the policy being implemented in the classroom

Review of the policy to be undertaken as necessary to incorporate changes within the curriculum and/or staff feedback.

Audley Infant School



H Nelson - October 2013

SignedHeadteacher Date.....

SignedChair of Governors Date.....