



ELMTREE INFANT AND NURSERY SCHOOL

FEEDBACK AND MARKING POLICY

This Policy is intrinsically linked with and is informed by other school documents including:

- Teaching and Learning policy
- Equalities and Cohesion policy
- Foundation Stage policy
- Special Educational Needs policy

This policy outlines the guiding principles by which this school will implement Feedback and Marking in the context of the school's curriculum policy statement and its staffing, health & safety and equal-opportunities policies.

INTENT

“Feedback is meant to be meaningful, manageable and motivational”

At Elmtree school, we believe that marking and feedback is an important aspect of the role of all class teachers working in school. It is one of a number of important tools by which we can drive pupil progress and increase understanding of pupils and ways in which they can maximise their own skills and talents and make achievements and progress that is more rapid than without that particular intervention from their class teacher.

- Marking and feedback are ways of helping children to recognise their achievements and to give specific guidance as to how they can progress.
- Marking and feedback are a fundamental part of assessment for learning (AFL) and will help children to improve their work. It gives personalised feedback to individuals and demonstrates ways for them to improve.
- All staff at Elmtree Infant & Nursery School are invested in supporting children to reach their full potential. Therefore, committed to the Assessment for Learning Process.
- Marking and feedback are a means of communicating with children and fostering a positive attitude towards their work, recognising that making mistakes is powerful part of learning.

Marking and feedback should:

- Be manageable for all teachers and teaching assistants
- Involve all staff working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Show whether work completed was independent, group or adult supported
- Inform future planning and whole class, group and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in improving their learning
- Relate to Learning Objectives and Success Criteria which have been shared with the children
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking

Involve children in the marking process, both as self-markers and in peer marking. All work will be acknowledged or marked in some way. This is important for the pupil as it provides feedback and shows their efforts are valued. It is important for the teacher as it provides evidence of their monitoring of pupil

performance. It is important for parents as it shows them that work is valued; that their child is getting feedback that will enable them to improve, and ways in which parents can support their child at home.

IMPLEMENTATION

Verbal feedback

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. At Elmtree, verbal feedback is varied and tailored to the individual child or group of children. Verbal feedback is adapted based on an adult's understanding of each child as an individual. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. Verbal feedback is usually given while the child is working or at the end of a piece of work in any subject. Peer feedback is used as appropriate. There is a consistent approach to all forms of verbal feedback from all staff in that it is specific and feedback focuses primarily on issues linked to the learning intentions and secondly, as a lower priority, about other issues or features of the work. It is acknowledged on a child's work if verbal feedback has been given with the symbol V.

Live marking

Live marking and feedback that informs next steps (bridging the gap for PP and their peers) and allows children to make timely/ rapid progress. This is part of our strategic approach to inclusion- addressing disadvantage through learning without labels; an education offer of social justice through better attainment. Live marking is used consistently across English and Maths at Elmtree. Live marking provides fantastic evidence of AFL in the classroom. It enables teachers to adjust teaching accordingly during the same lesson. Live marking also creates a rich dialogue which is hugely beneficial for our children at Elmtree. It encourages dialogue between pupils and teachers on an individual basis and give the teacher an opportunity to find out how their learning is going

Daily Marking in English

Acknowledgement Marking

- Each teacher ticks the work to show it has been seen. Stickers and rewards should be used to praise children for their efforts.
- Time is given at the start of the next lesson for the children to reflect on the marking and respond.
- Where the child has been supported in their writing an 'S' symbol will be put in a circle next to the Learning Objective. If the child worked independently an 'I' symbol should be put in a circle next to the learning objective.
- Where the Learning Objective has been met LO will be recorded in a circle next to the written Learning Objective.

Developmental 'deep marking' (of extended writing or appropriate pieces) in English.

All deep marking should be highlighted in green and pink. 'Green for Growth' for next steps and 'Tickled Pink' for where the child has met KS/ EY expectations or the Learning Objective.

Work will be marked in a black or blue pen. In KS1 teachers will deep mark the extended piece of writing and children will respond and edit the following day.

1. Highlight two selected good elements of the writing in pink, annotating what the success is.
2. Highlight one selected next step in green. This must be related back to the teacher assessment frameworks and target tracker steps. At the end of the piece of writing mark one green arrow and next to it write the next step for the child. For example; Write another sentence using an expanded noun phrase.
3. The child will be given time to read the marking comment and respond to it by taking the appropriate action in their work.
4. Spelling will be marked and highlighted in yellow. It is the class teacher's discretion whether to mark one or two spellings in any one piece of work in KS1. They also determine which of the spelling strategies to

apply depending on the pupil's confidence and ability in spelling. You may spell the word correctly and ask the child to copy the word three times or you may highlight the misspelt word and ask the child to find the correct spelling and spell it correctly.

Feedback in Reading

Parental comments in reading diaries are acknowledged with the adult's initials and responded to if necessary or appropriate.

Verbal feedback is given to children during guided reading sessions.

Daily Marking in Maths

Acknowledgement Marking

- Each teacher ticks the work to show it has been seen. Stickers and rewards should be used to praise children for their efforts.
- Time is given at the start of the next lesson for the children to reflect on the marking and respond.
- Where the child has been supported in their Maths an 'S' symbol will be put in a circle next to the Learning Objective. If the child worked independently an 'I' symbol should be put in a circle next to the Learning Objective.
- Where the Learning Objective has been met LO will be recorded in a circle next to the written Learning Objective.

Feedback in Mathematics

As part of our commitment to reduce teacher workload, whilst ensuring outcomes for pupils remain high, misconceptions in Maths should be highlighted in green. Children may be set an 'Extension Challenge' task at the teacher's discretion. Children should be given daily opportunities to respond to challenges or correct misconceptions in work.

Written Feedback in Science and other subjects

- Acknowledgement marking of a tick is used to mark work where subject specific knowledge has formed the basis of the lesson.
- Quality feedback is carried out on work that is investigative and is linked to the Learning Objective and Success Criteria.
- As far as possible, quality feedback is developmental and time is provided for children to return to their work and carry out suggested improvements.
- Verbal feedback is also used to support children's next steps. Where this is the case a 'V' should be written in the child's book.

Marking and Feedback in Early Years

On-going assessments are a fundamental part of the learning process in the EYFS, ensuring the children are making progress towards the Early Learning Goals. These assessments are carried out as practitioner observations and conversations. The large majority of feedback is therefore verbal when engaging with the children; this includes praise, re-visiting misunderstandings and moving children onto the next step. This verbal feedback allows the children to respond to feedback immediately, the majority of the time.

Towards the end of Reception, class teachers may start, where appropriate to introduce 'Tickled Pinks' and 'Green for Growths' in children's writing. This will support their further development and prepare them for KS1.

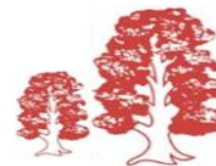
Teacher Expectations;

The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work. 'Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group' March 2016

Daily marking, this acknowledges children's efforts in all subjects.

Weekly 'Deep' marking, this is for appropriate pieces of writing and mathematics that support a pupil's development.

Appendix A – Marking Crib Sheet



Elmtree Infant and Nursery School Marking Crib Sheet

<u>Marking</u>	<u>What next...</u>
Sp - spelling	<p>Highlight in Yellow and ask child to rewrite the spelling next to it. becos -</p> <p>Give child sound options. For example; cleen – (ea, ie, y) expectation for child to then correct. Some children may need the word corrected for them. Some children can use sound mat to self correct.</p>
Green for growth	<p>Highlight in green where there are mistakes. These will be self-corrected by the children. For example; not using a capital letter or a question mark. can you put the paper down. Ask the children to make corrections.</p>
Tickled pink	<p>This will relate directly to the LO and SC. Where the children have demonstrated they have met the LO and used the SC this can be highlighted in pink.</p> <p><i>LO: To use the word and to join sentences.</i></p> <p><i>I went to the shop and bought an ice cream.</i></p>
Spelling misconception	<p>Where you notice children making similar mistakes in spelling across your class it would be a good idea to have this a focus moving forward.</p> <p>For example; wos – this needs to be a whole class focus.</p>
General misconceptions	<p>Where you notice general misconceptions across the class these should also be addressed before moving on in the learning sequence.</p>

***Deep marking should be completed once a week for English and Maths in line with our Marking and Feedback policy.**

***All books should be marked daily and annotations made where necessary to ensure learning opportunities are not missed.**

***Phonics dictation should be marked daily and spelling and grammatical errors highlighted and children to correct.**

***All next steps should be responded to daily by children.**