



**WOOD END
INFANT SCHOOL**

Non - Statutory Policy

Marking and Feedback Policy

Committee with oversight for this policy – Teaching and Learning	
Policy to be signed off by the Headteacher	
Policy last reviewed by the Teaching and Learning Committee	12/06/2017
Policy last ratified and adopted by Full Governing Body	N/A
Policy / Document due for review	July 2020

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Headteacher
12 June 2017

Marking and Feedback Policy

This policy is to ensure that all children in our school know that their learning is valued, understand what they have done well and what they need to do to improve.

The policy does not specify frequency of marking as the expectation is that marking and feedback is consistent and continual which leads to rapid progress for every child.

Marking and Feedback

This policy states that the dialogue between adult and child is continual throughout the session and school day, which is crucial to outstanding teaching and learning. The method and evidence of feedback may vary according to task, objective and pupil. If a group of children have a common error which is to be addressed through guided group work the following day, this will be indicated by 'GW' (Guided Work) at the end of the learning to explain why there is no marking/feedback evidenced.

Throughout all marking and feedback these colours represent:

- WOW ● Achievement
- NOW ● Developmental feedback
- ★ Going for Gold – effort
- Spellings
- ☺ EYFS – indicates individual target met

Mathematics

●	Highlight in green correct answers and/or a good example of the learning intention achieved
●	Ask a question which extends/reinforces/consolidates learning eg: $70 + \square = 74$ Correct mistakes

Writing – English and Topic

● Highlight examples of skills and knowledge shown which indicate the use of the elements of being a successful writer or achieving the learning intention.

1. First time correction - Adults use the orange pen to show correct model on child's work eg:

● I went to the park.

2. Further correction – Adults prompt self-correction following feedback symbol which indicates area to be improved eg:

i went to the park

● c .

/	Finger space	!	Exclamation mark
.	Full stop	“ ”	Speech marks
C	Capital letter	^	Missing word (Sense or effect)
?	Question mark	()	Doesn't make sense

Spelling

Use a yellow line underneath words where spelling needs to be addressed.

The child will then copy out the spelling five times in their exercise book as practise.

All pupils will have a spelling bank which adults add to as spellings need to be learnt. The spellings chosen and quantity of spelling mistakes highlighted are selected to the individual ability of the child.

Topic

Activity based learning

● Green tick for achievement

● Orange underline for errors/comments

Written pieces of learning

Comment/marking relates to topic objective.

As required, refer to punctuation key to indicate application of writing skills.

Codes for learning in books

I – completed independently
AF – Some support by an adult
S – 1:1/ 1:2 support

Self-assessment and response

The children must be provided with the opportunity to improve their learning and respond to developmental feedback at least once a week in English and maths – this is ‘Polishing pen’ time. The children will use a red pen to indicate their response. Red pen should be used for response to verbal feedback, editing of work and/or developmental marking.

Stage 1 Self assessment

The children will use smiley faces to indicate their self – assessment. This is used as appropriate within the unit of work.

EYFS



I understand this and can help someone else

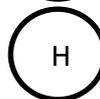


I found this a little bit tricky and need to practise



I do not understand this

Key Stage 1



Staff must respond to children's self-assessment. This may be verbal, with a symbol or written.

Stage 2 Self assessment

Children circle punctuation when learning how to use capital letters, full stops, question marks etc. correctly.

Stage 3 Self assessment – once within a unit of work

Children self-assess their learning on an agreed success criteria provided by the teacher

Good opening	√
Character description	√
Correct tense	

Stage 4 Self assessment – once within a unit of work

Children self-assess their learning on an agreed success criteria and indicate on their learning where they have achieved this using a numbered key.

1	Good opening	√
2	Described the character	√
3	Correct tense	

Peer assessment in writing

Once stage 4 of self-assessment is established the children use the same method to peer assess writing.

Supply

All work should be marked following the policy and initialled.

Monitoring

Subject leaders will review marking during book scrutiny in accordance with the monitoring cycle.

As a right's respecting school this policy supports **UNICEF**

Article 29: Every child has the right to be the best that they can be.

Article 6: Every child has the right to (life and) achieve their full potential.

Article 12 – Every child has the right to say what they think and be listened to.