Stanford Infant School
Marking & Feedback Policy

At Stanford Infant School, we celebrate <u>friendship</u>, <u>respect</u>, <u>excellence</u> and <u>courage</u>. Our safe and happy learning environment engages, challenges and inspires our learners at the beginning of a
journey of learning forever.
'Exploring and Learning Together, Inspiring Each Other'

Stanford Infant School understands that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. At Stanford Infant School, we aim to provide a system of Marking and Feedback that is consistent and enhances children's learning by celebrating what they have done well and highlight areas of improvement.

At Stanford Infant School, we believe it is important that all children have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment, thus contributing to accelerated learning.

The policy aims to support teachers' assessment knowledge for each child, to plan and establish next steps in their learning. It also aims to develop reliable processes in the school, which equally balance the need to provide Marking and Feedback and where it is appropriate to provide it.

We believe that it is important to provide constructive feedback to children in a variety of ways, focussing on success and improvement needs against the Learning Objective. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Marking is vitally important as it forms a part of the learning, teaching and assessment cycle. If marking is done well it has two functions:
- it provides good quality feedback to the child
- it provides an assessment record for the teacher

Marking will be consistent throughout the school. Learning Objectives and Steps to Success will be displayed at appropriate times. Feedback should take the form of dialogue and may be either oral or written.

Marking must be made:
- accessible to pupils – legible and understandable using the school's agreed handwriting script
- manageable for school staff

Quality Marking:
- sets the children's performance in the context of the Learning Objective and Steps to Success
- sets the pupil's present performance in the context of their previous performance

To make marking manageable we have agreed the following:
- all work will be dated; where possible by the child, either using long or short date
- all work will have the level of support identified - **see appendix 1**
- key Learning Objectives are to be shared with the children so that they know what they achieved and what they are working towards
- individual learning targets will be set with the children to focus their learning and teachers marking
- keep to the Learning Objective(s)
- use a Marking Code that is used throughout the school; all children will be taught what the visual code means and feedback will be given using these codes until children are able to read longer comments – **see appendix 2**
- 'quality marking' the focus group
- Work that is not being focused marked will be checked so it can inform the next day's plans and flexible groupings – the Class Teacher or Teaching Assistant will tick the work and use the appropriate code
- use self and peer marking – **see appendix 3/4**
- plan time within lessons for a reading and responding to feedback, e.g. immediately or 5 minutes at the beginning/end of a day

Quality Feedback

Immediate feedback is the most effective form of instant assessment and reflection for the children. Feedback improves the progress and achievement of all children when it:
- motivates children
- establishes an opportunity to make learning progress by:
  - rectifying a misunderstanding
  - reinforces a skills or piece of information
  - improves a child's understanding or ability to do something
- informs children of their successes and areas for development
- provides the children with strategies for improvement

Quality Feedback should:
- be prompt and regular
- be given against specific Learning Objectives and Steps to Success
- invite and encourage the children to think for themselves
- enable children to recognise their own strengths and areas for development
- recognise effort and progress as well as achievement
- tell children what they need to do next to make progress
- provide positive praise and encouragement

Stanford Infant School believes in developing independent thinkers and as such, the feedback will guide the child to the correct answers, as opposed to giving the answer away.

Quality Feedback will:
1. show success
2. indicate improvement
3. suggest improvement strategies
4. offer time to make improvements

School staff will use the following Feedback Prompts when offering feedback:

- <u>Reminder Prompt</u> – reiterate the Learning Objective and guide them to achieving it using the Steps to Success
- <u>Scaffold Prompt</u> – decide on what you would like the child to do now and find a way making this explicit
- <u>Example Prompt</u> – model a possible improvement then ask the child for an idea of their own
- <u>Steps Prompt</u> – outline steps to take to improve
- <u>Challenge Prompt</u> – pose a challenge to the child

<u>Oral Feedback</u>
Oral feedback is the most powerful and has maximum impact when pointing out successes and improvement needs against the Learning Objectives. Oral feedback is usually interactive and developmental. It gives reassurance or a quick check on progress. The effect of a teachers comment will be seen in a child's response in moving onto the next learning step.

<u>Written Feedback</u>
Written Feedback should be:
- ✓ Manageable for teachers
- ✓ Legible and clear in meaning using the school's agreed handwriting script and in **green ink**
- ✓ Developmental – children should find out how they are getting on
- ✓ The way forward should give the children something to do, i.e. improvements need to come from the child in order for them to have an impact, e.g. key spellings/numerals should be corrected by the child for them to remember
- ✓ Sensitivity should always be shown to towards children's work and comments should be followed through with a suggestion or reminder for improvement in the next piece of work

<u>Marking in English</u>
In Reception, written feedback will be in the following format:

☆ Two stars and a wish

In Years 1 and 2, written feedback will be in the following format:
- ✓
- ✓ Two ticks and a way forward

⟶

The stars/ticks and wish/way forward will relate to the 'Steps to Success' for achieving the Learning Objective.

Incorrect spellings, particularly High Frequency/Common Exception Words, will be identified (three maximum) and children will practice writing the correct

spelling. Correct punctuation and grammatical errors appropriate to the objectives for the year group will be identified.

Marking in Maths
- Ticking correct answers and leaving a dot on incorrect answers.
- Where possible, provide immediate feedback to children to show them how to reach correct answers. They should put a line under their initial answer and write their corrected answer after it. If the child has shown correct workings but the wrong answer, the correct part should be identified and an opportunity for them to try again.

Use of Rubbers
Children should be taught to neatly put a line through errors with a single line. Rubbers should be used moderately and sensibly and children should not become over-reliant on them, causing their work to look messy.

Children will be given time to read, reflect and respond to Marking or Feedback. Children should be given opportunities to comment on their own and others' work. The skills of responding to feedback must be explicitly taught and children must be given time to respond so that they can make small focused improvements.

In Years 1 and 2 children will use purple polishing pens to review and improve their recorded work in literacy. The use of these pens will be explicitly taught so that the children can make appropriate improvements to their work.

Children's Self Evaluation and Peer Assessment
Children need to be trained in the skill of self-evaluation and peer assessment.
- allow opportunities for children to mark their own and each other's work
- assess and mark work from other children as a class or group activity so that excellence can be modelled and children can see what is expected
- encourage the children to set their own 'Steps to Success' to go with the Learning Objectives(s)
- the children/staff may also use the traffic light system to show how well they feel they have achieved the Learning Intention(s) – **see appendix 3**

Visualisers are recommended for instant feedback as it is immediate and can be used to respond to the children's learning and shared with a whole class or groups of children.

Remember: ***"Be focused, specific and clear."*** (John Hattie, Visible Learning for Teachers, 2012).

At Stanford Infant School, all children will receive timely and meaningful feedback to their work.

Written by Madeleine Denyer 06.01.12 / updated 28.01.14 / updated 2.09.15 / updated 11.09.18
Agreed by Staff on: 10.01.12 / 28.01.14 / 22.10.15 /
Ratified by Governors on: 20.03.14 / 25.11.15 /
To be reviewed every three years

Agreed Marking Code – to identify level of support

Level of Support Given:	Agreed Code:
Teacher Supported	√ T
TA/INA – Teaching Assistant Supported	√ TA/INA
ind – Independent	√ ind
LM – Learning Mentor	√ LM
ST – Supply Teacher	√ ST
S – Student	√ S
BLA - Bilingual Assistant	BLA

Formative Assessment:	Agreed Code:
HL – Home Learning	HL
LP – Learning Partner	LP
PA – Peer Assessed	PA
VF – Verbal Feedback	VF
VS – Visualiser Stop	VS

Marking Symbols

	Meaning:
	Think carefully about what you want to say and have a go at writing on your own
	Listen to the sounds in words
	Leave spaces between words
	Write your letters the right way round
	Make your letters the right size
	Put a full stop at the end of a sentence
	Use a capital letter at the start of a new sentence
	Check your spelling
●	Reversal
👁	Look again
➢	Wrong operation used

Over time children will learn these symbols and understand their meaning

Appendix 3

Children's Self-Evaluation of their Work

<u>Reception:</u>

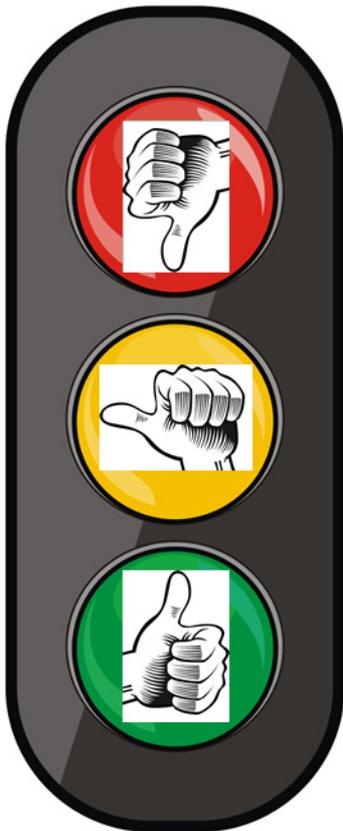**Year 1:**

Have you traffic lighted your learning?

Red
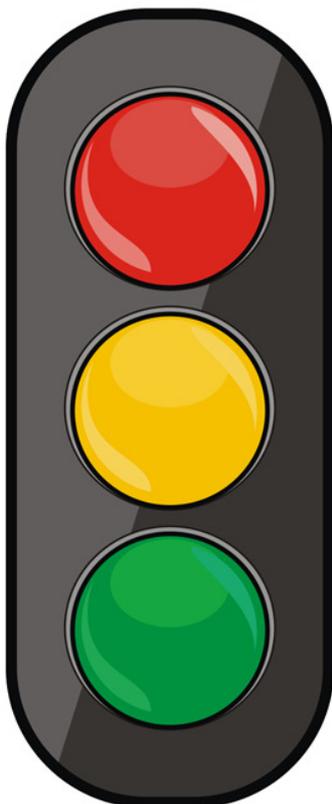I don't understand yet. Please can you explain it again?

Amber
I think I've got it... I just need another go to make sure.

Green
I completely understood and I'm good to go!

Year 2:

Have you traffic lighted your learning?

Red
I don't understand yet. Please can you explain it again?

Amber
I think I've got it... I just need another go to make sure.

Green
I completely understand and I'm good to go!

Appendix 4

Self-Assessment Traffic Light Stickers