Hampton Infant School and Nursery

Marking and Feedback policy

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1	April 2018	April 2020	Whole staff
2	Autumn 2022	Autumn 2023	
3	Autumn 2023		
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'Be the best you can be!'

MARKING AND FEEDBACK POLICY
"To be effective, feedback should cause thinking to take place." Shirley Clarke

INTRODUCTION

At Hampton Infant school and Nursery we aim to support children's learning by providing them with high quality feedback which ensures self-reflection and progression of skills and knowledge.

We acknowledge that feedback should be regular, consistent and offer suggestions for further improvement and may be given in a variety of formats:

- Verbal feedback in lessons to individuals or groups also known as live marking (denoted with a verbal feedback stamp)
- One-to-one discussions/target sessions
- Peer assessment
- Self-assessment
- Marking using marking code
- Parent consultation sessions
- Annual reports and annual reviews

Feedback should identify what has been done well and areas which still need improvement and provide constructive suggestions about ways of improving the work.

All work that is recorded in books should be responded to using the agreed marking and feedback strategies identified in this policy.

Feedback should identify what has been done well and areas which still need improvement. The feedback will then need to give guidance on how to make that improvement.

Pupils need feedback that they can make use of and where they are able to understand the main purposes of learning and what they need to do to achieve this. To really succeed, pupils must also learn to peer and self-assess. Research suggests that self-evaluation and shared feedback have greater impact on raising performance than frequent testing or distant marking.

Marking provides teachers with the opportunity to make formative assessment judgements and is therefore an important assessment tool and should inform future planning.

Aims

We recognise that marking and constructive feedback are inextricably linked with pupils' self-esteem and therefore should:
- Acknowledge effort and achievement
- Celebrate success
- Enhance motivation, independence and initiative
- Develop confidence

Marking and feedback should also:
- Inform children about their progress
- Provide feedback which is personalised; tailored to the individual's needs
- Identifies areas for improvement and/or development
- Give guidance on how to make improvements
- Encourage a reflective approach to learning
- Encourage self-evaluation through peer and self-marking strategies
- Engage pupils in a "dialogue"

We strive for high standards of attainment and progress and place importance upon the use of

formative assessment in achieving this. With a consistency of approach throughout the school, marking and feedback assists us in:
- The process of monitoring standards within the school
- Reinforcing the school ethos and values
- Providing a positive guide for pupils' learning through marking to success criteria, verbally or within the slides (which children can access, understand and respond to)
- Marks in line with national standards and expectations
- Provides the teacher with an understanding of individual/group's attainment at the end of the session
- Links to individual pupil's targets
- Supports a home/school partnership in learning by clarifying teaching methods and providing strategies as a model.

Peer and self-assessment:

Teachers are encouraged to ensure children take responsibility for assessing their own work in class. This may take the form of peer or self-assessment. This strategy aligns itself with some lessons better than others and should be used accordingly. Not all lessons can be marked using peer and self-assessment.

- Once marked teachers will be expected to use the agreed **LO tick system and marking codes** to acknowledge the work and provide further feedback if needed. All teacher marking will be in green pen.
- Throughout KS1 pupils are taught to use their purple polishing pens to edit and self correct their work.

EYFS

Children are given verbal feedback with one aspect of the child's work being discussed in relation to meeting or exceeding general expectations or a specific learning objective, linked to the curriculum. In addition, the adult may suggest ways in which work could be further improved next time. Children may be rewarded with a sticker, linked to the Bee Rules to demonstrate that an adult has discussed the work with them.

Marking of Pupils' English work

Reception

All feedback is given verbally and instantly to ensure it has the most impact.

Key Stage 1

Each unit of work in English provides opportunities for children to write for different audiences and purposes. Within each unit of work the children will be required to produce a variety of substantial, quality pieces of writing. Each piece will be marked using the marking code.

- Where children have met the learning objective or success criteria and managed to include taught features in their writing, these are highlighted in yellow.
- 'Marvellous Mistakes' that the child has made will need to be indicated using a green highlighter and can include annotations in line with the marking code.
- Corrections can focus on spelling, grammatical or punctuation errors as well as linking to

the learning objective
- If a child has made repeated errors throughout a piece of writing then the teacher should consider the child's self esteem and discuss the errors made with the child at the earliest opportunity; this may be within the lesson as 'live marking'. The child will get the opportunity to correct their mistakes independently or with a supporting adult. A 'verbal feedback' stamp will be used to indicate live marking.

Marvellous Mistake

Marvellous mistakes can be used across a range of lessons as a strategy to ensure understanding and prompt discussion. This is used to ensure that a pupil obtains depth within subjects by identifying the mistake. This, in turn, shows that the pupil has mastered that particular skill/concept. The mistake may be from a resource or it can be snipped from a pupil's work and shared on screen.

English Targets:

Pupils have individualised writing targets stuck into the front of their English books. These are referred to daily.

Editing work- KS1

Pupils are encouraged to edit and improve their own work as part of self-assessment. In English books, this will include corrections to spelling, punctuation and grammar, or the re-drafting of a sentence in order to improve its quality. These corrections and improvements should be made by the pupils using a purple pen, so that it is easily discernible from the teacher's marking. Their original work should not be rubbed out; a neat line should be drawn through any mistakes and the corrections made next to the original.

Pupils to edit work in English using a purple pen to be used in Year 1 and 2 for editing.

Marking of Mathematics

Marking in Depth:

Teachers should mark each piece of written maths work as detailed below:

- The teacher should highlight in yellow the good features of a piece of work, including correct answers and appropriate working out.
- Children may be required to correct errors made in a piece of work. Once marked, mistakes should not be rubbed out; a single line can be put through the error and all corrections should be clearly re-written.
- If the child has made just one or two errors in a piece of work or a single mistake in a more

complex problem, these should be highlighted in green. It may be appropriate for the child to correct their mistakes next to their original attempt.
- If a child has made repeated errors throughout an exercise, or a more complex problem, then the teacher should not mark the entire piece wrong, but should discuss the errors made with the child at the earliest opportunity. This may be in the form of a 'revisit' or within the lesson as 'live marking'. Evidence of where the error has been made should be identified. A 'verbal feedback' stamp will be used to indicate live marking, whereby the pupil will know that they have the opportunity to go over their work with the adult.
- Any incorrect spellings of mathematical vocabulary should be indicated with green highlighter and corrected.
- At the end of the piece of work a next step to show the child what they need to improve on should be identified either using a 'next step' stamper. The child's next step can either be additional practise of the lesson's activity if required, or an extension question to challenge them further.

All investigative maths should also be marked in detail, indicated with yellow or green highlighter as appropriate, should focus on one or more of a number of categories such as:
- approach
- layout, presentation skills
- inventiveness, ingenuity and independent thought
- final solution (if applicable)
- strategy used
- questions to develop thinking

A review of what the child has included or achieved within the work is not required in a written comment. Children's names will be moved up if the child has worked particularly hard, shown excellent presentation and made good progress within the piece.

Other pieces of maths:

During the week, other pieces of maths work will need less detailed marking. The teacher can use the agreed **LO tick system** in the Marking and Feedback code.

In Maths books, this will take the form of correcting errors in calculations or re-doing a problem when an error in the method was made.

Marking of Foundation subjects and Science

Each piece of work will be marked. However a variety of methods may be used.

These may include:
- Marking each individual piece of work
- Peer and self assessment
- Live marking which will be acknowledged through the 'verbal feedback stamp'.
- Use the agreed **LO tick system** in the Marking and Feedback code

During the learning journey of a unit of work, each pupil must receive feedback about their progress and next steps.
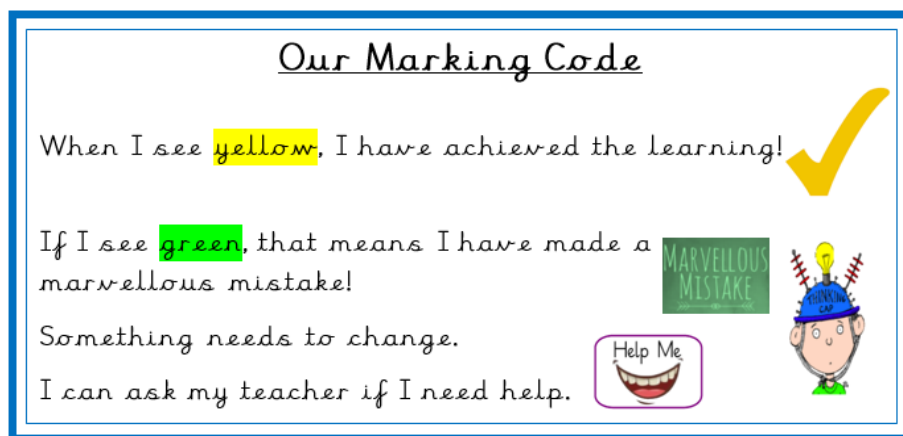
General marking

All marking must be in green pen.

Early years

Often in the EYFS pupils are given feedback about their learning verbally and in the moment of learning. When work is marked a smiley face stamp/sticker is used to value the work.

Key Stage One

Pupils have a copy of the marking code stuck in their English and Maths book.

Our Marking Code

When I see yellow, I have achieved the learning! ✓

If I see green, that means I have made a marvellous mistake!

Something needs to change.

I can ask my teacher if I need help.

A verbal feedback stamp may be used to show that a pupil has received feedback and support from the class teacher or adult within the lesson, also known as live marking. This may be used for example: to extend the pupil's work and thinking or to clarify misconceptions.

Pupil Feedback – KS1

Children will be regularly (at least once a week) given the opportunity to respond to the teacher's marking.

Reduced marking weeks

During reduced marking week (termly), all teachers will record 'Reduced Marking' at the top of the page and mark all work using the agreed **LO tick system** in the Marking and Feedback code. There is no expectation that any further written marking is required. Teachers would be encouraged to provide children with verbal feedback if a specific comment needs to be made.

Periods of absence

If for any particular reason a child is away from school for a number of days, the teacher should record their absence within the book. This would also include residential visits and other periods when normal lessons are not in place.

<u>Marking and feedback code</u>

Seen in children's work	What it means
Yellow highlighter	Good features or areas in line with the success criteria.
Green highlighter	Mistakes or areas for improvement

SP	Spelling error
//	New paragraph needed
∧	Something missed out
●	Error
LO✓	Working towards
LO✓✓	Met
LO✓✓✓	Greater depth
G	Group work
I	Independent work
S	Adult support given
Verbal Feedback stamp	Live marking has occurred during the lesson
Reduced Marking	During reduced marking week teachers will provide verbal feedback and use agreed marking codes.