




Marking and Feedback Policy

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Links to other policies	
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Spring Meadow Infant and Nursery School Marking and Feedback Policy

Contents:

- Statement of Intent
- 1. Principles
- 2. Aims
- 3. What Conditions are Needed for Effective Feedback to Take Place?
- 4. Cold and Hot Assessment Tasks
- 5. Marking and Feedback in EYFS
- 6. Non-Negotiables
- 7. Responsibilities
- 8. Monitoring and Evaluation

Statement of Intent

'The only important thing about feedback is what students do with it. If the feedback doesn't change the student in some way, it has probably been a waste of time.' Dylan William.

At Spring Meadow Infant and Nursery School we believe that marking should always have a purpose. Marking is vitally important as it forms part of the learning, teaching, and assessment cycle. If marking is done well, it has two functions: it provides the teacher with a clear picture of what a child needs to learn, and it provides good quality feedback to the child. The aim of marking is for it to have a positive impact on the child's learning. At Spring Meadow, we believe the best feedback is immediate, allowing the child to address mistakes and misconceptions.

Children should be made aware of their successes through positive feedback and marking informed by pupils' individual learning needs and previous assessments. Areas of improvement need to be identified so that children are aware of how they can improve, and teachers create and adapt their planning accordingly. Marking should be **meaningful**, **manageable**, and **motivating**.

1. Principles

Our feedback and marking policy is based on the principles that it should:

- Be manageable for teachers
- Be accessible to children
- Be given directly to the child at the point of learning
- Provide clear strategies for improvement and next steps
- Involve all adults working with the children in the classroom
- Give recognition and praise for achievement
- Be responded to as soon as possible by children
- Respond to individual learning needs
- Inform future planning

- Be consistent throughout the school

2. Aims

- To share with children what they have done well and to celebrate their achievements
- To provide clear next steps about how to improve
- To diagnose and challenge misunderstandings and misconceptions
- To inform future planning
- To impact upon pupil progress
- To create an ethos within the school where mistakes and gaps in learning are seen as a positive and are used as an indicator to show next steps in learning

3. What conditions are needed for effective feedback to take place?

(Table adapted from Shirley Clarke, Outstanding Formative Assessment, Culture and Practice)

Conditions for Effective Feedback	What does this look like in the classroom?
Children understand the learning intention.	<ul style="list-style-type: none"> • The learning intention is shared with the children at the beginning of the lesson. This is part of the PowerPoint format that is used. • Throughout the lesson the use of questioning ensures that children remember and understand the learning intention as opposed to the activity/task.
Children are given opportunities to compare their own performance with the goal.	<ul style="list-style-type: none"> • Children can articulate to peers and teachers their understanding of the task and how it relates to the learning objective. • Mini plenaries (using visualiser / children) enable children to analyse random example for successes, even better ifs, and opportunities to magpie ideas. • Teacher interaction in lessons enables pupils to focus in on how they are doing, allowing them to reflect and check off their success criteria.
Children are given opportunities to edit and improve their work.	<ul style="list-style-type: none"> • Feedback given by teacher prompts children to edit and improve; review and improvement is a constant activity. • Children have opportunities to cooperatively improve work (Peer Assessment). • Children have opportunities to self-improve work (Self-Assessment).

4. Cold and Hot Assessment Tasks

For progress of all learners to be visible, opportunities are given (where appropriate) for children to **engage in pre-learning** activities (cold tasks marked clearly by a large blue dot), then subsequent activities which develop the skill/knowledge and then are **followed by post learning** activities (hot tasks marked clearly by a large red dot).

This way of working ensures that marking is used to inform planning rather than an end point.

Cold tasks in writing should be read through by the teacher and assessment information should be gathered to plan for progression in that particular genre and/or make note of significant issues at this point e.g., children who lack punctuation, children who need support with vocab. This of course, will be age appropriate.

Hot tasks in writing should be marked against non-negotiables and the success criteria specific to the lessons that have been discussed with the children throughout the writing process.

It is important to remember that quality verbal feedback is most effective in the middle of the writing process so that children can act on it and improve their work, for example improving punctuation or presentation. Younger children may make improvements in a more informal way, for example, being asked to improve a word choice or reading a sentence aloud to check it makes sense.

5. Marking and Feedback in the EYFS

Marking and feedback in the EYFS may be in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion.

Appropriate methods for marking and feedback in EYFS are:

- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning.
- Annotation of photographs
- Written observations

6. Non-Negotiables

- All work to be dated - Full date in KS1 for Writing. Short date for maths, phonics, and foundation subjects.
- Short learning title written by children in all books in Year 2. Year 1 children to write short learning title or key word.
- Blue pen is used to make any annotations by teacher
- All marking to be done in a clear, legible cursive handwriting style

- The agreed marking code is to be used consistently across the school
- Incorrections in maths are marked with a blue dot.
- Teachers and support staff to provide immediate feedback to the children during lesson time.
- This may be verbal and evidenced by a VF in the child's book.
- Staff must initial at the bottom at a piece of work to indicate that it has been looked at.
- Children self-correct in purple polishing pen.
- Staff to discuss the success of the lesson and next steps with year group partner at the end of the day.

7. Responsibilities

It is the responsibility of the Class Teacher to ensure that this policy is consistently carried out.

It is the responsibility of **all staff** working with pupils to ensure that the agreed marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area.

The SENDCO has responsibility to ensure the policy is appropriately adapted and implemented for pupils with SEN.



It is the responsibility of the Assistant Head for Curriculum to liaise with subject leaders and to feedback to the Head teacher and governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Head teacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Head teacher and SLT. It will be monitored for whole school consistency and evaluated for impact on pupil outcomes.

Appendix 1: VISUAL MARKING CODES FOR USE IN ALL BOOKS

	Mark the learning title with a blue tick (mark if this has been achieved)
sp	Check your spelling (Maximum of 3) <i>Should be common exception words</i>
VF	Verbal Feedback given
S	Supported
HLTA/SUP	If the work is marked by HLTA/Supply cover staff
SPECIFIC MATHS MARKING CODE	
	Find out the error in this area yourself. Explain what you have discovered.