



St Chad's

CofE Nursery and Infant School

Marking and Feedback Policy

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Policy Approved **Signed: K Leach** **Date: 11.07.18**

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Marking and Feedback Policy

Introduction

At St Chad's CofE Nursery and Infant School, we believe that all children are entitled to meaningful feedback that gives them a clear picture of how far they have come in their learning and how they can improve in the future.

In this policy, 'marking and feedback' is taken to mean the process whereby an adult looks at children's learning, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in speech, writing or action.

The main objective of marking and feedback is to help children to learn. Therefore, we agree that it should be both positive and constructive and that it should be used formatively to inform planning. We aim to boost children's self-esteem and raise aspirations through the use of praise and encouragement.

Feedback should offer children specific information on the extent to which they have met the lesson objective and challenge the child to move their learning on through deepening their understanding, addressing misconceptions or making improvements.

As a staff, we agree that feedback is most effective when it is instant, involves the child and allows interaction and dialogue between teacher/teaching assistant and child and between children themselves.

Aims

The aims of this policy are to:

- Provide consistency and continuity in marking throughout the school so that children are able to respond to feedback effectively
- Set our expectations for meaningful but manageable marking
- Enable teachers to and children to use marking as a tool for formative ongoing assessment, ensuring children are effectively challenged and visible progress is evident through a dialogue which aids progression
- Give teachers, teaching assistants and peers the skills to offer effective feedback

Principles of Marking and Feedback

We believe the following principles should underpin all marking and feedback:

- The process of marking and feedback should be a positive one, with pride of glance given to recognition of the efforts of the child.
- Marking should always relate to the lesson objective.
- The child must be able to understand or read and respond to the comments made, and be given time to do so.
- Wherever possible, marking and feedback should involve the child directly.
- The most effective feedback is oral and immediate.
- The use of targets to make marking specific and actionable as possible is likely to increase pupil progress. When appropriate, it is an expectation that next-steps are



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recorded in children's books. The next lesson should be designed to take account of the next steps.

- Children are unlikely to benefit from marking unless some time is set aside to enable children to consider and respond to marking.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance children's progress. We should therefore 'shallow mark' less in terms of the number of pieces, but mark better.

There are four types of marking and feedback that should occur to support the teaching and learning:

1. **Verbal Feedback (VF)** to swiftly address misconceptions of prompt deeper thinking
2. **'Light marking'** of work, acknowledging and recognising attainment and/or progress/success and/or completion of pupils' work
3. **Feedback Grid marking** in which incisive feedback on attainment and success is given and response from children is required in order to accelerate and deepen learning
4. **Next Step marking** to address misconceptions/inaccuracies or deepen learning

The frequency and type of marking is dependent on the age/stage of the child and the type of lesson taking place.

Mistakes and Errors

It is important for adults to distinguish between a simple mistake and an error that reflects a lack of understanding. Careless mistakes should be marked differently from errors resulting from misunderstanding. **Mistakes should be indicted by circling or underlining in pink pen** and the child encouraged to correct this themselves.

If errors demonstrate a lack of understanding, the teacher may decide to take an alternative course of action. For a small group of children, the teacher may arrange a same day intervention while for a large number the errors will be addressed in the next lesson.

Implementing the Policy



- ☑ All children's work should be acknowledged/marked by an adult by the next lesson
- ☑ During the lesson, children will be made aware of or help to create the success criteria for the lesson. This is called **Green Remember To**. The Green Remember To will be displayed clearly in the classroom so that it can be referred to throughout and at the end of the lesson.
- ☑ Red and Green Remember To grids (feedback grids) will be used as appropriate and at least:
 - Once for each unit of English and after all end of unit independent writing tasks
 - Once for each unit of work in Maths

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- ✓ Highlighters will be used throughout the school to identify areas where the success criteria have been met (**green**); areas where the success criteria have almost been met (**orange**) and areas where the success criteria need further work (**pink**).

- ✓ Feedback will be provided in green and pink pen. Teachers will use:
 - **Green pen** to indicate positive aspects of the learning, or areas where the child has demonstrated an understanding of the objective. (*Good to be Green*)
 - **Pink pen** to indicate improvements and next steps. (*Pink to Think*)

- ✓ Stickers and stamps may be used to provide further specific encouragement and positive reinforcement.

	A gold star sticker may be used to illustrate an entry into the Golden Book.
	A smiley face ☺ may be used to illustrate a Class Dojo Reward. The reason for the Dojo Reward must be recorded or explained to the child e.g. trying your best; using a new word.

- ✓ Throughout the week, teachers and teaching assistants will work with guided groups and will give effective oral feedback.
- ✓ The adult response to a child's learning may be written or verbal, which will be influenced by the age and level of the child involved. In the case of verbal feedback, the code **VF** will be added to the piece of learning.
- ✓ It is helpful to know whether a child has completed their learning independently or with support. On some key pieces of learning, codes may be used to indicate independent (I), with adult support (**WS**).
- ✓ **Ticks and green highlighting are used when learning is correct, and a dot or circle in pink pen where errors or mistakes have been made.** Multiple errors may indicate that the child has not understood the learning objective and will usually result in a written comment in the form of a query, prompt and/or explanation to support the child's learning.
- ✓ Home Learning must be marked regularly to inform parents of their child's progress.
- ✓ Reading Records must be acknowledged weekly to maintain a strong school-home link in children's reading.
- ✓ It is expected that children are given regular opportunities to look back on comments made on a number of pieces of work to remind themselves of the progress and areas for development.
- ✓ In EYFS, adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of a pupil's learning to be compiled.



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Subject Requirements

English

The frequency and type of marking is dependant on:

- The age/stage of the child
- The genre of writing that is being studied
- The Talk for Writing phase that is being taught and learnt

Marking during the different phases of Talk for Writing (*a unit of work*)

Familiarisation with the genre/text

- ☑ All children's work should be 'light marked'/acknowledged.
- ☑ Exploratory and preparation work should be evidenced in English books. This includes work at word level (vocabulary and language), sentence level (grammar) and text maps/plans. This is important as it charts the process and progress of children's learning.

Imitating/Inventing

- ☑ All children should have at least two pieces of writing marked using highlighting and feedback grids during every unit of writing in English books. This will be during the drafting/editing stage and 'final write'.
- ☑ Marking will demand an effective response from the child and time should be allocated by the teacher for an appropriate and meaningful response to be made.
- ☑ Attention should be given to spelling, grammar and punctuation in line with the age/stage of the child.

Independent Write (Using and Applying skills in a different context)

- ☑ All units of writing will be followed-up with a writing task in a different context. This is likely to be recorded in Theme books. Highlighting and feedback grids will be used as appropriate.
- ☑ Marking will demand an effective response from the child and time should be allocated by the teacher for an appropriate and meaningful response to be made.
- ☑ Attention should be given to spelling, grammar and punctuation in line with the age/stage of the child.

At St Chad's, we are committed to raising the speech, communication and language skills of all of our children. In doing so, we place a high emphasis on vocabulary. Through our Word Aware approach, 'target vocabulary' used independently by a child in his/her writing will be acknowledged and celebrated with a 'gem' sticker.

Feedback Grids

The following feedback grids should be used when marking children's writing. Assessments made against the success criteria are given in pink, orange or green pen (POG rating).

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Red Always Remember To's should be clearly displayed in the classroom environment and readily available to children. Green Remember To's should be displayed during the lesson and regularly referred to by the teacher/teaching assistant.







Stage 30-50		
Red Always Remember To		

Stage 40-60					
Red Always Remember To					

Stage 1							
Red Always Remember To							
Use capital letters	Use full stops	Leave finger spaces	Write on the line	Sound out words	Make good word choices	Read your sentences back	Join-up some of your letters
A ^A B ^B C ^C	●						

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Stage 2E															
Green Remember To															
Starter		Build-Up		Problem		Resolution		Ending							
Red Always Remember To															
Use capital letters		Use full stops		Leave finger spaces		Write on the line		Sound out words		Make good word choices		Read your sentences back		Use joined-up handwriting	
A _B C		●													

Stage 2D/2S							
Green Remember To						Self	Teacher
1.							
2.							
3.							
4.							
Red Always Remember To							
Use capital letters	Use full stops	Leave finger spaces	Write on the line	Sound out words	Make good word choices	Read your sentences back	Use joined up handwriting
A ^A B ^B C ^C	●						

Next Steps Tasks

Next steps tasks should be given as and when appropriate to correct, revisit, consolidate, develop or extend children's learning dependent upon the outcomes of the marking and assessments in order to move learning forward towards the end of unit expectations. Children's responses to these tasks should be marked by a member of staff.

Maths

In Maths, we agree that effective feedback requires well-structured classroom activities, regular opportunities for discussion of answers and strategies to support children's reasoning skills and



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check and deepen their understanding and interaction and dialogue, focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

Maths Marking Examples

Challenge	Can you label...? Can you make up a question of your own to test a friend? Well done! Now could you try.... What doesmean? Can you explain the steps you used to solve this problem? Can you write a word problem for your calculation?
Reminder	Can you check these? Don't forget to.... Can you now try to complete this....? When we add, what happens to the number? Remember, when we use.... Now you try.... What is the value of
Steps	What do we mean by....? What do you need to do now?
Example	Could you try...? What would happen if....? Look how I worked this out usingNow you try this question...

Feedback Grids

The following feedback grids should be used at least once in a unit of math's work. Assessments made against the success criteria are given in pink, orange or green pen (POG rating).

GRIDS TBC

Standards of Presentation

At St Chad's, we value high standards of presentation.

- ☒ We expect all marking to be carried out in a legible handwriting that follows the schools agreed script.
- ☒ All work should have a **short date and title (neither should be underlined)**. The date should be positioned to the left of the page and the title underneath.
- ☒ In English and Maths, titles should consist of the key concepts and a 'Can I' question e.g. Can I use adjectives?
- ☒ In Foundation Subjects, all titles should consist of a title e.g. Where do mini-beasts live? What does a mosque look like?
- ☒ Children should be provided with a sharp pencil to support their handwriting.
- ☒ Exercise books should be stored adequately to avoid becoming ripped/damaged/unkempt
- ☒ Sheets of 'loose paper' should be kept to a minimum. Any sheets of paper must be guillotined to size and glued neatly into books.



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We expect our children to:

- ☒ Read and respond to comments made by adults in their books.
- ☒ Take pride and care in the presentation of their books, reflecting the high standard that is expected.
- ☒ Never use graffiti, doodle or scribble on or in books.
- ☒ Take time to correct and complete learning where appropriate.
- ☒ Cross mistakes out neatly in pencil.

Making Marking Manageable

Marking can be time consuming but it is an essential part of personalising and accelerating children's attainment and progress. Marking strategies should be efficient so that teachers do not steal time that would be better spent on lesson design and preparation.

Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some of the following strategies should be employed to make this workload manageable:

- ☒ Plan which pieces of work will be marked in depth
- ☒ Use the marking codes and highlighter pens to support the quick marking if writing and only use written comments where needed
- ☒ Ensure that learning is marked regularly and promptly after completion, to allow for immediate assessment and feedback

Key Questions for Teachers

Corrections	Have I distinguished between mistakes and errors? What strategies can I use to ensure my children's' underlying misunderstandings are addressed? Do I overuse the same comment? E.g. use capitals letters (from September to March!) Do I model expectations?
Thoroughness	Would my marking time be more efficient with deep marking? Does my marking focus on the learning objective related to the learning that has been completed?
Child Responses	What are the best ways to give time for children to consider and respond to written comments? How do I check that children understand all written comments and are engaging with them? Are children given an opportunity to redraft or improve their work after receiving feedback?
Creating a Dialogue	What is the most effective way to check that children understand my marking? Do I use positive statements? Do I encourage children to self-assess? Do I involve children in the marking process?
Targets	Have I set specific targets that can be immediately acted upon? Do children understand the targets I set?



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Frequency and Speed	What is the right balance between speed versus quality in my approach to marking? What role does verbal feedback play in giving quick, precise and frequent feedback?
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Monitoring and Evaluating

As part of the school's on-going monitoring and evaluation of learning, work samples and book scrutiny will be used to monitor the consistency and impact of this policy.

Marking and Feedback Codes

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Correct



Incorrect



Good writing (Good to be Green)



Area to improve (Pink to Think)



You have left something out



Spelling mistake - correct spelling above mistake



Good effort - Class Dojo



Remember To not achieved



Remember To almost achieved



Remember To achieved



Next Step



Verbal Feedback given



Peer-Assessed learning



Self-Assessed learning



With Support from an adult



Independent work



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