



Feedback & Marking Policy

New Policy approved:- January 2023

Next review date:- Spring 2025

Appendices Included: none

Modifications 2023:

Changes to Year Group procedures added in green

The purpose of the policy

The purpose of this policy is to make explicit how feedback is provided and marking is meaningful. All members of staff are expected to be familiar with the policy and to apply it consistently.

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning experience. At Bedgrove Infant School we believe that feedback is not exclusively given by the Teacher and received by the child. Feedback is most effective when used in the following ways:

- Teacher/TA to child
- Child to teacher
- Child to child

Essentially marking is used to move children's learning forward, and therefore it must be understood by the child, and is for the benefit of the child and teacher only. To be immediately accessible to a young child, the use of symbols, stickers and limited words are used. These represent a clear message highlighting areas for improvement, modelling what 'should be', inviting rehearsal where applicable, and a statement of value of the child's efforts and achievements. Marking is a signpost for the child, showing the way to make progress and a means by which to measure progress over time.

The need for a feedback and marking policy

It is important that all staff provide constructive feedback to children, focusing on their success against the learning intentions. To enable children to become reflective learners, teachers will feedback to the children (which may be either through the use of verbal comments, symbols, colour-coding or stickers.) The aim is that the child is supported, through the teacher feedback, to help them make progress. The feedback may be given individually, or as a group, and used to inform future planning and differentiation.

We recognise that the teaching staff consists of Teachers, Teaching Assistants (TA's), Early Years Practitioners, Trainees and any other Specialist Teachers or Coaches employed by the school.

The principles that guide the school's approach to feedback and marking

Research suggests that schools should:

- Adhere to the three principles that marking should be **meaningful, manageable and motivating**;
- Review the school's marking practice in partnership with teachers;
- Evaluate the time implications of whole school marking and assessment policies to ensure that they do not make unreasonable demands of staff;
- In partnership with teachers, monitor marking practices as part of a regular monitoring cycle and evaluate its effectiveness on pupil progress;
- Challenge emerging fads that indirectly impose excessive marking practices on schools.

Feedback should:

- Be manageable for the teaching staff and accessible to the children;
- Relate to the learning intention;
- Involve the teaching team working with the children;
- Give recognition and praise for achievement, as appropriate;
- Respond to individual learning needs taking opportunities to assess with the child, where appropriate; talking to children in the lesson;
- Inform future planning;
- Use consistent codes and symbols within year groups that are shared and known by the children; keeping them simple and limited in number;
- Be a positive experience to improve their learning;
- Ensure that the child knows how to improve and is supported in making progress.

The effect of feedback and marking on attainment

Feedback is best directed at the task and process level and it should be:

- Challenging through differentiation at an appropriate level;
- Given sparingly;
- Focussing more on what is right than what is wrong;
- Specific and, if possible, compare what they are doing right now with what they have done wrong before;
- Encouraging children and developing their self-esteem and levels of confidence.

The methodology of feeding back on children's work and marking

Verbal feedback

- Ongoing verbal feedback from Teachers/Teaching Assistants, most of the time;
- Dialogue focussed upon successes and areas for development for future learning.

Summative feedback / marking

- Associated with closed tasks;
- Exercises where the answer is either right or wrong;
- Allows for self and peer marking by children.

Formative feedback / marking

- Teachers/Teaching Assistants working with guided groups, using appropriate symbols and annotations;
- Teachers' acknowledgements relating to the learning intention;
- Teachers/Teaching Assistants guiding work to a point and then leaving the child to continue independently, initialling the work to indicate when support ceases.

Feedback 'vehicles'

Observations

- Continually happening throughout lessons;

- Planned for with a particular focus;
- Incidental and informs future plans;
- Identifies children who need interim/ incidental support.

Discussion and questioning

- Closely linked to personal and social development;
- Integral part of classroom activity;
- Opportunity to value the child reporting back;
- Allows for the child to explain and consolidate their understanding;
- Taking turns with time to reflect on learning;
- Developing questioning techniques.

Guided Group work

- Instant feedback for children working in groups with the Teacher/Teaching Assistant;
- Verbal feedback linked to their current learning;
- Engaging children in dialogue to ensure learning intentions are addressed and progress against them is made.

Distance marking

- Teacher uses symbols to show progress against learning intentions;
- Outcomes for children are recorded with next steps in subsequent, relevant lessons.

Marking expectations: Early Years Foundation Stage

What?

- Adult led activities with recorded work as planned, with Teacher or Teaching Assistant;
- Child initiated work if this exemplifies independent work that has applied prior learning or a 'wow' factor;
- Photographic evidence of practical achievements.

How?

- Using symbols on the learning objective sticker that show the curriculum statement or Learning Intention;
- Using symbols at the end of recorded work that has been completed during guided work;
- Reward stickers as applicable to value effort and attainment of a task.

When?

- There is independent practice / rehearsal that involves immediately applying the skill / knowledge imparted during the adult led session;
- A child completes work in Child Initiated time that shows 'significant learning' and signals progress;
- Work has been planned for learning journeys;
- Work has been selected to 'test' a child's understanding.

- From the summer term children use Purple Polishing Pens to edit their own work following verbal or written feedback from adults, clearly showing if the children are able to apply what they have been shown.

Marking expectations: Key Stage 1

What?

- Guided Group work involving recorded activities with Teacher or Teaching Assistant;
- Independent work that is a planned task, where application of a particular skill/knowledge is the learning intention, and is marked outside the lesson time (distance marking);
- A final written task planned to show application of a series of taught skills/knowledge from a sequence of lessons;
- Adult initiated work that the child has completed from choice that is evidence of prior learning;
- An activity planned for specific assessment purpose.

How?

- Using symbols on the learning objective sticker, or at the start of the piece of work, that shows the curriculum objective or the learning intention;
- Using signs/letter symbols during the guided work if a child has needed interim support to correct or improve, in order to fully achieve the objective;
- Using symbols and/ or stickers at the end of recorded work, that has been completed during guided work, to point out a misconception, to practise (a letter/number reversal) or as positive praise for effort or achievement;
- Children using Purple Polishing Pens to edit their own work following verbal or written feedback from adults, clearly showing if the children are able to apply what they have been shown.

When?

- Incidental support is given – T/TA responding to a child asking for help during the lesson;
- T/TA observes difficulties or reluctance to work and taking a child/children for further instruction or modelling;
- Work has been especially planned to assess a child's understanding;
- Work is a culmination of a sequence of skills teaching for the child to apply learning – quality marking.

General expectations

- As a minimum, all work **must be initialled** to show it has been acknowledged / read or if it is only totally taught recorded work (all teacher led).
- All guided group work will be annotated/marked by the T/TA and should indicate a change in what the child was doing to show progress.
- Marking will not be expected on specified days or occasions as the teaching and planning of concepts will vary according to the objective.
- Regular application of the marking policy symbols should be evident in books to show consistent application of the policy by all staff

- Distance marking outcomes will be addressed either through:
 - Standalone support for a common error;
 - 'Rehearsal/further practice/application;
 - Individual or paired targeted support/intervention;
 - Regrouping of children for the next lesson or revisit of the same objective.

Feedback and Marking

Foundation 1 and Foundation 2:

Quality assessment and feedback is part of everyday teaching as the children work in small groups to complete adult led tasks. Teachers will assess how well the children are doing against the learning intention and both adapt the current activity to meet their needs and plan future tasks accordingly.

Foundation 1

Feedback to the child is usually verbal and instant to move learning forward. Children are systematically observed using a focus child approach that ensures each child is observed equally. Next steps and enhancements are identified during weekly planning meetings and children who these relate to are supported to take part. At the end of each session, there is a reflection time with the children that helps them to identify what they have taken part in each day and what they might like to do in the next session to develop this further.

When evidence relating to adult led learning opportunities is included in Learning Journeys, this is accompanied by a sticker showing the Learning Objective and outlining the activity. The adult working with the child will tick the relevant Development Matters Statement where a child has met these. Any relevant comment will then be added.

Foundation 2:

Teachers watch the child at school learning through play and adult led activities throughout the day. Notes and photographs are used to record what the child says and does; the teacher links the child's learning to the Early Years Foundation Stage Profile. Observations are undertaken by all staff in Foundation 2. Each week, all children undertake an adult led activity in each of the four Specific areas of the curriculum (Maths, Literacy, Expressive Art and Design, Expressive Arts and Design and Understanding the World). Children work in small groups with an adult who will provide ongoing verbal feedback to ensure the children understand how to complete the task to the best of their abilities. Some of these pieces of work are recorded within their adult led activities books; these are accompanied by a sticker showing the Learning Objective and outlining the activity. The adult working with the child will tick the relevant Development Matters Statement where a child has met these. Any relevant comment will then be added.

Individual effort on a piece of work will be acknowledged through verbal feedback with stickers being given as appropriate.

The following abbreviations may be used within this Learning Journey:

I - The child worked completely independently to complete the piece of work;

M - Modelled by Teacher/Teaching Assistant

P - Prompted by Teacher/Teaching Assistant (at point in work that the prompt has been given)

Children will be introduced to the Purple Polishing Pen in F2 when they are engaging in longer writing opportunities to show how they can improve on their work.

Year 1:

Teachers will work with children in ability groups to guide the child towards new, rehearsed or applied learning. Teachers/TAs will:

- Provide oral feedback;
- Use a green pen to draw the letter, symbol or model word/sentence;
- Annotate next to the Learning Intention the triangle sides to signify achievement;
- Put an **'M'** or **'P'** on work at the point where modelling or prompting is given;
- Put an **'I'** on the child's work at the point that the work is completed independently;
- Put a **'V'** on the child's work when verbal feedback is given on an aspect of their work and indicate briefly what it was
- Put an **'A'** on the child's work when there is evidence of application of the verbal feedback given
- **WOW** (to signify work that exceeds the expected for that child) w@w.
- Work to be initialled by the teacher/TA/trainee covering the class teacher.

At the end of the session children may be asked to respond in relation to the learning intention to self-assess to show how they feel they met this, e.g. thumbs up, horizontal or down.

The Teacher may use created examples of work which address common issues through 'deliberate errors' identified in lessons at the end of a lesson or at the start of a following lesson.

In PPA minutes there is a review of the previous week's teaching and these notes are evidence of discussion and evaluation of the lessons taught.









Year 2:

Teachers' feedback will focus on the learning intention of the task and the improvement needs of the child. Children will also be given the opportunity to begin to evaluate the work of their peers and provide suggestions for improvement.

- Provide oral feedback;
- An 'in-depth mark' will be planned for and completed weekly for Maths and EPIC (one piece of work for each subject)
- Use a green pen to draw the letter, symbol or model word/sentence;
- Annotate next to the Learning Intention the triangle sides to signify achievement;
- Put an **'M'** or **'P'** on work at the point where modelling or prompting is given;
- Put an **'I'** on the child's work at the point that the work is completed independently;
- Guided group work symbol **'G'** at the start of the guided work.
- Put a **'V'** on the child's work when verbal feedback is given on an aspect of their work and indicate briefly what it was
- Put an **'A'** on the child's work when there is evidence of application of the verbal feedback given

- **www** (to signify work that exceeds the expected for that child)
- Work to be initialled by the teacher/TA/trainee covering the class teacher.
- Errors should be corrected as appropriate for each child and linked to the LI.
- Purple Polishing Pens will be used by the children to respond to verbal or written feedback from an adult

KEY STAGE 1 SYMBOLS:

	Learning Intention achieved
	Learning Intention partly achieved
	Learning Intention not achieved
G	Guided Group Work
M	M Modelled by Teacher/Teaching Assistant
P	P Prompted by Teacher/Teaching Assistant (at point in work that the prompt has been given)
I	Independent work (no support from Teacher/Teaching Assistant)
V	Verbal feedback (short written reference given)
A	Application of verbal feedback
	Correct response in Maths
	Incorrect response in Maths
	Well done! – (short written reference given)
W  W	Wow – an amazing piece of work (short written reference given)
	Something to think about and include in next piece of work as applicable (short written reference)

Monitoring Assessment and Feedback (some subject specific)

The following guidance should be used by those monitoring and evaluating feedback and marking:

- Consecutive days of work with no errors suggests of lack of challenge.

- A mistake in maths uses a□, and should have evidence of support in later guided group support.
- All maths pieces of work should be marked.
- Skills development in English may be initialled only.
- Where subject specific vocabulary is written, this should be correctly spelt.
- All subjects should use verbal feedback to support the children's learning and development
- In drama, PE and music, opportunities should be provided for the children to positively evaluate the work of their peers' performance.
- Where a child has undertaken an investigative or practical task, there should be a quality comment which reflects their formative and summative assessment.
- Children should be given the opportunity to self-evaluate each objective using an age appropriate method e.g. a practical signal or traffic lighting in Year 2.
- Spellings will be corrected as applicable to the child's phonics ability/Phase and Year 2 children.

Monitoring and evaluating this policy

The Governing Body is responsible for monitoring and reviewing this policy to ensure it is meeting its objectives and remains current. Monitoring and Evaluation processes will regularly refer to the guidelines set out in the policy.

Children's workbooks will be monitored by the SLT group, Middle Leaders and Curriculum Teams, with written and verbal feedback given to individual members of staff, as appropriate.

Curriculum Teams will monitor subject specific marking as part of their monitoring role. They will highlight good practice and areas for development in a summary document presented to the Governing Body and reported in the Headteacher's Report as appropriate.