



Garrick Green Infant School

Policy and Procedures for Marking and Feedback

Approved by Governors: July 2015

Signed: D. Robertson

Review date: July 2016

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers, and other staff, mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

“The most powerful single moderator that enhances achievement is feedback.”
J. Hattie

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

When applied consistently, this policy will ensure that:

- Feedback to all children is about the particular qualities of his or her work with advice on what he or she has done well and on what he or she can do to improve
- Individual targets are clearly set
- Children make good progress over time

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to children
- be constructive
- be done regularly
- involve all adults working with the children in the classroom
- value the learning done by individual children
- give recognition and praise for achievement and clear strategies for improvement
- assess whether or not the learning objective(s) of a lesson or activity have been met
- inform future planning and target setting
- demonstrate to others that the progress and achievement of children is being monitored.
- use consistent codes across the school
- ultimately be seen by children as a positive approach to improving their learning

How do we mark children's work?

See Appendices for examples of constructive verbal feedback.
See key on front of work folders for a simple explanation of our marking.

Verbal Feedback

The vast majority of marking at our school will be verbal and given as the children are working and learning.

EYFS

It is the nature of the way that we work in EYFS, that every child receives constructive feedback about their adult led work and achievements.

When possible, they also receive feedback about child initiated activities.

KS1

If verbal feedback is being given about a child's written learning then the adult will record this on the bottom right of the page with 'VF'

Adults will work with a focus group for each piece of work. For this group, marking of spelling and handwriting within a piece of written work is done verbally and should focus on up to three common errors. Focussed errors should be crossed out neatly, not erased, and the correction written above or at the bottom of the piece of work. In this way it is easier to monitor progress over time.

The exception to this is topic and international work which will be corrected with the teacher and practised elsewhere e.g. in the child's key word book.

Punctuation errors are discussed with the child and corrected if appropriate to their level. Any corrections are done in a different colour (not red).

Written feedback

Reading diaries

All pupils have a reading diary which they take home each day. This is for written feedback from adults both in school and at home.

When a child has read, played their sound or blend game, or been read to, the adult should write a short constructive comment and talk to the child about what they have written.

Maths

Maths work, which is generally either right or wrong, is marked by a tick or a dot. Corrections should be done alongside the error, or at the bottom of the page, instead of rubbing out the original. In this way, it is easy to monitor whether feedback has had a positive impact.

Spelling, punctuation, handwriting and comprehension exercises

These are marked in the same way as maths (see above)

Target Cards

All children in KS1 have a writing and number target card which is easily accessible from their group tray. Children have up to three SMART targets set with the teacher following a piece of work. Targets have to be achieved independently three times before a new one is set.

All pupils should be aware of their targets and should refer to them before they start a new piece of work. However, due to their young age, we do not expect every child to know all of their targets.

Quality marking

Quality marking of writing is done at the start of the new school year and half termly thereafter, when all children do a piece of independent writing.

This is marked against set criteria for writing and up to three targets for improvement are set from these pieces and shared with the child on their target card.

Quality marking of maths is done termly in KS1 in the form of a maths assessment booklet which is done independently.

It is marked and targets are set and shared with the child.

Supported and independent work

Each piece of work should be annotated with an 'S' or an 'I' to indicate whether it was done independently or with support from an adult.

This should be in the bottom right hand corner of the piece of work.

The purpose of this is to explain any fluctuation in the quality of the work and to see what progress is being made in independent work.

How will children know how well they are doing?

It is essential that children in our school know how well they are doing and what they can do to improve.

We use a range of ways to let them know:

- verbal feedback
- written feedback for reading and maths
- target cards for writing and maths
- awarding of stickers and choice cards
- making a point of informing their parents/carers in front of them
- including them in the setting and reviewing of targets for their Personal Learning Plan if they have SEN
- sending them to another class or to the Head Teacher to show their work
- using their work as a good example to the rest of the class
- compare current work to previous good quality work