

Lindley CE Infant School

Marking & Feedback Policy

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Anna O'Brien / A McGoverin	September 2013	September 2016
A McGoverin	January 2015	September 2016
A McGoverin	September 2015	September 2016

September 2013

Learning Together: Achieving Together

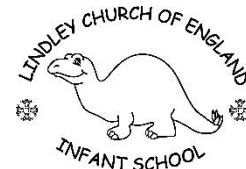


Respect
Friendship
Trust

Our school is an inclusive community.
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*



Rationale

Marking is an integral part of assessment. We aim to provide a system of marking that is supportive and progressive across each year group within our school. We aim to mark positively wherever possible to enhance children's self-esteem and confidence.

Purpose

Marking and feedback has three purposes:

To help pupils:

1. Understand what they have done well

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

2. Understand how to improve

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, steps (instruction) and example prompts, as appropriate, to help pupils make progress.

3. Make visible signs of improvement as a result of feedback

To ensure marking is effective, teachers and Teaching Assistants should ensure time is given to act upon guidance so that pupils make improvements.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However approaches may differ.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time the three purposes of marking should be developed.

Evaluation

Work scrutiny and discussions with pupils will be undertaken by the Senior Leadership Team and Subject Coordinators to ensure the three purposes of marking are of a consistently high quality throughout the school.

Marking and Feedback Procedures

- Marking should be completed within lessons or as soon as possible after lessons to ensure the greatest impact on learning.
- Feedback can be provided at any point in a child's learning. It is an ongoing process.
- As far as possible, time will be spent with the child to ensure they understand any comments or targets set.
- Children's work should be marked in relation to the learning objectives and basic key skills.
- Teachers should use blue or black pen.
- Teacher's handwriting should be neat, legible and a good model of the school's handwriting policy.

☺ (and a positive comment)

Sometimes a smiley face is sufficient to show that the teacher has seen the work and is happy with it.



To show a correct answer



A double tick is used above an interesting word, such as an adjective, adverb or conjunction (dependent on objective) within a piece of work.

ch

Incorrect answer – you need to check your work and make a correction. Teachers must plan time for children to make corrections.



Improvement target e.g. Now....

Children must be given the opportunity to make improvements and show progress.



Warning message for repeat errors

VF (verbal feedback)

Where verbal feedback is given during a lesson, it is often appropriate to use 'key word marking' (eg. 'VF - Finger spaces) which is an indicator that feedback has been given and a child needs to work towards implementing this immediately. This is to help both the pupil and teacher remember what was discussed during the lesson so that visible signs of improvement can be seen and the impact of the teacher's feedback is highlighted.

Capital letters used incorrectly

Teachers will write the correct letter over (not above) the incorrect letter.


Full stops

•
=

Double line underneath omitted full stop and full stop put in the correct place by the teacher.

Incorrect spellings

Identify any repeated high frequency/tricky word spelling errors from within the child's work. Write the correct spelling once above the incorrect spelling within the work, then write the word as a triangle target at the end of the piece of work e.g.

 Spelling: went

Children would be expected to spell this word correctly in future written work. Teachers may decide to plan time for children to over-learn the correct spelling e.g. busy job.

Stamps

Stamps are used at the teacher's discretion. Stamps are used to show children that teachers have seen their work and to give praise.

Independent/Teacher assisted/Adult or TA assisted stamp

Teachers may use the independent stamp to highlight any work children complete unaided e.g. pieces of work used for assessment. The teacher or adult assisted stamps show which pieces of work have been completed with support.

On occasion, within lessons, a teacher, TA or other adult in class may support a child in their understanding of a concept in order to meet the objective. In this instance the teacher may indicate support given with (T) and a Teaching Assistant will indicate this with (TA).

Where a child has then gone on to complete work independently following intervention from an adult, this written work will be highlighted with (I).

Learning objective

Teachers may use the title, stickers or their marking comment to show the learning objective. All written work should have a title written by the child, an adult or printed and stuck in the book.