

Brackenwood Infant School



Marking and Feedback Policy

		Name	Signature	Name	Signature
Date Adopted					
Review Date					

OVERVIEW

In this school we will ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable them to understand their progress and achievement and apprise them of what they need to do next to improve. The methods used for marking work will to be applied consistently throughout the school and will be linked to the policy on assessment, recording, and reporting.

OBJECTIVES

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image for learners, in accordance with the school aims, and, through this, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement
6. To standardise the marking procedures used throughout the school.
7. To provide evidence for assessment, recording and reporting

STRATEGIES

1. Teachers' oral and written comments will provide clear and easily understood feedback and encouragement for learners.
2. Oral feedback should be given during lessons while the learners are engaged in the learning process.
3. Feedback and marking will celebrate and reward success and let learners know what they need to do next to improve.
4. Feedback and marking will result in clear targets being agreed for improvement.
5. There will, whenever possible, be an opportunity for the child to participate in this process so that there is a shared perspective on feedback and marking, and target setting.
6. Teachers will usually mark work during lessons when pupils are present.
7. Feedback will be mainly verbal rather than written.
8. Written comments by teachers are made when appropriate.
9. There will be consistency of approach through verbal and written marking across the school. (Please see enclosed marking codes)
10. Stickers are given to celebrate and encourage achievement and progress.
11. Marking will be in blue or black pens and next steps will be written in green pen.

OUTCOMES

Marking and feedback will be carried out professionally and learners will benefit from its high quality. It will be used to encourage and celebrate learners' achievement and progress. It will be used to underpin clear and accurate feedback to learners and parents. The marking policy will be reviewed on a regular basis by all staff to ensure that it is effective and workable.

GENERAL GUIDANCE

- All work must be dated.
- Staff/pupils will indicate if the child was assisted by an adult/peer.
- As far as possible work will be marked with the child and feedback given including, where appropriate, next steps in learning. Staff are to record 'VF' and to indicate verbal feedback given to child.
- Work will be marked against Learning Objectives.

FOUNDATION STAGE

Verbal feedback will be given to children to discuss their achievements and, where appropriate, next steps in their learning – staff to record VF.

Learning Journeys will be used to celebrate achievements and Brilliant Books show 'significant progress' in pupils' learning. Where appropriate, next steps will be discussed with the child and marked with VF. On key pieces of work in Brilliant Books teachers will record the age and stage of development and write next steps in green pen. Marvellous Maths books are kept for each child holding photographic evidence of their progress and achievements and next steps are identified.

MATHEMATICS

Tick correct answers

Box/dot placed after wrong answer for child to place another attempt.

Number reversals – give model and practice.

Comments: These should be constructive, relevant and in context.

Where appropriate, next steps in learning will be provided.

In Year 1, where appropriate, children will tick a picture on a key to indicate the method used to complete the activity e.g. cubes, number line etc.

Pupils in Year 2 pupils will indicate the apparatus used to complete work.

A 'Traffic Light' system will be used in Year 2 to allow pupils to assess and record their level of understanding.

For consistency across KS1 the different aspects of maths work will be on the following coloured paper in books:

- Fluency – white
- Problem Solving – blue
- Reasoning - yellow

To ensure clarity and understanding, a marking key showing all of the above, plus marking codes, will be inside the front cover of every child's maths book.

ENGLISH

Spelling

During the course of children's writing, common exception words specific to that year group that are spelt incorrectly may be underlined by the teacher (as deemed appropriate to context and age group) and spelt correctly at the end of the piece as part of the response and feedback. The spelling corrections will be re-written within a sentence, and consistent errors will be practised in school and sent home as part of their personalised spelling list.

Punctuation

Marking will be linked directly to the specific learning objective. Punctuation errors/omissions will be paid close attention to and teachers will discuss these as part of the Verbal Feedback and Response Time will provide an opportunity for children to practise skills teaching staff deem appropriate for the child, which will take place as soon as possible following the marking of that piece of writing.

Ticks/ 'Smiley Face' will indicate success to a pupil.

Grammar

To fully embed and continually reinforce the grammar for each year group, children are taught to self-mark their own work. On occasion, children will mark in pairs to support peers.

Children in Year One are taught to find and highlight verbs, nouns, adjectives and conjunctions in their piece of writing. (see Appendix)

Children in Year Two are taught to find and highlight expanded noun phrases, contractions, conjunctions, commands etc. (see Appendix)

Children in Year Two are given time to edit their work in red pen before a teacher marks it.

Comments:

These will link directly to the learning objective. Response Time will provide pupils with opportunities to reflect on their pieces of work, often with teaching staff, and provide them with a chance to improve their writing. Children will be given specific target to improve linked to Handwriting, Spelling, Punctuation or Grammar.

Year 2 – Self mark against objectives. Response times will be used in Year 2 to allow children to reflect on their work and make corrections / improvements if necessary. (See Appendix for specific Year 2 Marking and Feedback Progression)

To ensure clarity and understanding, a marking key showing all of the above, plus marking codes, will be inside the front cover of every child's writing book.

HANDWRITING

This will form part of the oral and written feedback to the child dependant on the activity.

A teacher will chose which skill to reinforce in Response Time and this could include Handwriting, where a specific letter or join will be re-modelled for the children to practise independently.

SCIENCE AND FOUNDATION SUBJECTS

Tick

Comments when necessary

A copy of the English marking codes sheet will be placed inside every child's topic book.

ACHIEVEMENT AWARDS

Stickers may be given by the class teacher. 'Headteacher Award' stickers will be given by the Headteacher for outstanding effort.

N.B.

Supply teachers must sign any marked work.

MARKING CODES

FOUNDATION STAGE

- C.I** Child Initiated
- A.I** Adult Initiated
- I** Independent
- A.S** Adult supported
- V.F** Verbal feedback

YEAR 1

- I** Independent work
- S** Pupil supported by an adult
- V.F** Verbal feedback
- P** Paired

YEAR 2

- I** Independent work
- S** Pupil supported by an adult
- VF** Verbal feedback given
- P** Paired

Work will be marked in black or blue ink as deemed appropriate by the member of staff.

Appendices

Appendix 1 – Year 1 Maths Marking Code for Children’s Books



Year 1 maths codes and marking

- Questions on fluency on **white** headed paper.
- Questions on reasoning on **yellow** headed paper.
- Questions on problem solving on **blue** headed paper
- **i** independent **S** supported **P** paired
- a correct answer is marked with a tick ✓ and an incorrect answer with a dot • and a box for the new answer

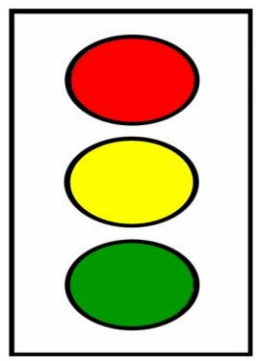
Appendix 2 - Year 2 Maths Marking Code for Children's Books



Year 2 maths codes and marking

- Questions on fluency on **white** headed paper.
- Questions on reasoning on **yellow** headed paper.
- Questions on problem solving on **blue** headed paper.

- **i** independent **S** support
- methods and any apparatus recall, cubes, place value frames etc



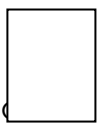
I don't get it!
I need some help understanding.

I think I understand but I need a little support.

I understand and can try this on my own.

- traffic lighting for pupils to evaluate their work.

- a correct answer is marked with a tick ✓ and an incorrect answer with a dot • and a box for the new answer



Year 1 Writing Codes and Marking

- **I** independent **S** supported **P** paired
- **VF** verbal feedback from teaching staff
- **RT** response time (extra time given to reinforce or revisit)
- **HW** handwriting practise given
- a correct answer is marked with a tick ✓
- Spelling corrections will be revisited where appropriate, sometimes at the bottom of the page within a sentence

Year 2 Writing Codes and Marking

- **I** independent **S** supported **P** paired
- **VF** verbal feedback from teaching staff
- **RT** response time (extra time given to reinforce or revisit)
- **HW** handwriting practise given
- a correct answer is marked with a tick ✓
- **SP** Spelling corrections will be revisited where appropriate, sometimes at the bottom of the page within a sentence
- **CE** Evidence of Common Exception Words for Y1 and Y2

Year 2 Self Marking

- **Yellow** – contractions underlined
- **Blue** - suffixes underlined
- **Red** - contractions underlined
- **EXP** - Expanded noun phrases
- **Orange** – Adverbs
- **Red** - Children to edit their own work before marking against L.O's
- Children will tick the box next to the L.O if they have included it in their writing, self assessing.