



Carr Infant School

Confidence - Communication - Creativity

Marking and Feedback Policy

Approved by	Full Governing Body
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Head of School: Mr Oxley

Chair of Governors: Ms Charlotte Crabtree

Rationale

Feedback includes a range of responses to pupils' practical and recorded work. Marking is one of these responses. Feedback can be verbal, written or both and will take account of practitioners' knowledge of each child. Teachers will use their professional judgement to decide which form of feedback will be the most effective and there is no expectation for written marking to be completed for all pieces of work.

Aims

- To help children become better learners by providing feedback that encourages and motivates them, and informs them how to develop in their learning.
- To encourage resilience by seeing next steps and feedback as a way of developing learning.
- To encourage and provide strategies for self-assessment.
- To feed into future teaching and learning.
- To provide a consistent and whole school approach to responding to children's work used by all staff involved in teaching pupils

Ways of responding to children's work

- Individual feedback through verbal and/or written feedback
- 'Live' marking/feedback within the session.
- Use of direct feedback through online tools where home working has been shared remotely
- Whole class feedback.
- Identifying strengths (written or verbal).
- Identify aspects to improve and where appropriate scaffolding these (written or verbal).
- Written comments / supportive instructions.
- More detailed feedback for key pieces
- Use of self-editing.
- Use of partners.
- Use of whiteboards/visualisers for interaction providing immediate feedback for the children and teachers.

Guidelines for effective feedback

Feedback will be an effective tool if:

- Learning objectives and success criteria are clear and shared with pupils, these may not always be written at the start of each piece of work but can be referenced either through planning or information within books such as unit overviews.
- Pupils' feedback relates to these learning objectives.
- Specific points for development are identified in feedback, and targeted in future planning.

- Adults check that pupils have understood their feedback.
- Children are given time to respond to feedback and next steps.
- Time is planned in for individual verbal feedback/pupil interviews.
- Where appropriate live marking/feedback will be used to give immediate written or verbal feedback.

Strategies for marking and feedback

English

Learning objectives and success criteria are displayed in children's books at the start of a block of work. Any support received by the pupil is identified on the success criteria in blue pen, or if it is an independent piece of work.

Additional written comments may be recorded as appropriate – such as T support to start the task; used a dictionary/word mat; heard initial sounds only.

If a piece of work, or words within it, need mediation in order to be clearly read/understood, then write these in blue pen.

In English where an area of improvement is identified, children need to be given time to respond to this either through “live marking” at the time, or the following session. Blue pen is to be used to underline misconceptions including spellings. Green pens may be used by children for editing and improving either before or following feedback.

Maths

Learning objectives and success criteria are displayed in children's books at the start of a block of work. Any support received by the pupil is identified on the success criteria in blue pen, or if it is an independent piece of work.

Additional written comments may be recorded as appropriate – such as T support to start the task; used equipment.

When marking calculations and tasks, **correct answers** are ticked in blue pen. **Incorrect answers** are signified with a blue dot; if the answer is corrected as part of the lesson, this is marked with a tick in blue pen, with the letter **c** written on top of the tick. Children may use green pen to complete next steps following adult support.

Feedback for other subject areas

Feedback for other subject areas will vary and the most appropriate method will be used. This may be verbal or written. For written work a blue pen will be used in the same way as for English marking.

Early Years

In Nursery and Reception, most feedback is verbal and immediate. There may be some occasions where children's written work is marked, and the same approach described in this policy will be used.

Monitoring and evaluation of feedback in school

At regular intervals, staff will discuss and share effective strategies for feedback, including sharing books.