

# Holmesdale Infant School



## Marking and Feedback Policy

Reviewed & Amended	Jan 2020	
Reviewed & Amended	September 2022	
Reviewed	January 2024	

## **Rationale**

'There is no point spending an unnecessary amount of time recording written comments that may not be understood, read or acted upon by the pupil.'

'There is absolutely no argument whatsoever for teachers to be writing formative feedback on sheets of paper that the children will never see again.'

'Extensive research has shown that learners are more likely to act on oral feedback than on written feedback.'

Dylan William [Professor of Educational Assessment at Institute of Education, University of London]

## **Aims**

Our aim at Holmesdale Infant School is to ensure that all children have their work marked in such a way that it improves their learning, develops self-confidence, raises self-esteem and provides opportunities for self-assessment.

- We aim to value each child as an individual so that they can develop their potential through an active role in their own learning.
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Use the marking system as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue that will aid progression.

## **Principles**

- To communicate regularly with children about their individual progress.
- To inform the next step in a child's learning.
- To assist children by setting clear targets to focus on aspects of their work which need further development.
- To motivate children to further effort by raising or celebrating current achievements and raising self-esteem.
- To provide teachers with feedback of how well the children have understood the current work.
- To enable teachers to plan the next step in teaching and learning.
- To help teachers to monitor children's progress and to diagnose what has not been understood to assist in forward planning.
- To enable the teacher to make judgements about pupils' attainments particularly relating to teacher assessments within the National Curriculum.
- To inform individual, class and whole school assessment and planning.
- To promote high quality work.
- To develop clarity of purpose.
- To evaluate quality of teaching and learning.
- To encourage reflection and self-improvement.
- To identify if work has errors that children need to correct or if there are misconceptions that need to be addressed by teachers.
- To provide opportunities for questioning which deepens children's learning.

## Verbal/Oral Feedback

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session.

Where work has been verbally discussed, indicate this with VF - verbal feedback has been given. VF is where you give feedback while the child is working & makes an instant difference, thus putting VF on the line/ during the sentence/ in their work.

In **Reception** there is no expectation that marking is written. Any written comments on work / post-it notes should be to give additional information for the purpose of teacher assessment, report writing and record keeping. **High quality** verbal feedback should be used to ensure that the children move forwards in their learning. Expectations should be high at all times and an ethos of challenge should continue to be cultivated and challenged, with all children being challenged, according to their ability.

## Written Feedback

- In all subjects, positive aspects of work will be annotated in the margin. One 'next step' to promote learning will be identified through written feedback in a piece of extended writing only, which is directly related to that specific piece of work to move learning on. When it does, it will involve an action for the children to carry out during response time. Actions will be checked by an adult for accuracy. Work that needs to be edited/up levelled will be underlined.
- Positives to be double ticked in the margin to identify good features in pupil's work.
- Is legible and clear in meaning
- Will show that learning has been met by highlighting the learning objective in green.
- Will indicate who is giving the feedback if the person is different to their normal teacher, for example supply staff. S for supply
- Will indicate if work has been supported. AS for Adult Support.
- Will be appropriate to the age and ability of the child and will vary across year groups.
- A maximum of three spellings will be identified for pupils to practice. Children will respond to their spellings by writing them out independently under their work three times. Staff will acknowledge that spellings have been checked. This will happen primarily in English lessons but it should also be used during other lessons for repeated mistakes.

## Self-Assessment

- As pupils progress through Year 1 and 2, they should be encouraged to identify their mistakes by re-reading their work independently.
- Children should be given a reminder about the focus for checking, linking back to the Learning Objective and success criteria.


## Equal opportunities


- Feedback and Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to the success criteria, so that they are able to achieve success.
- Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender.


## Parental involvement

- Judgements made will be summarised and used to form feedback during Parent's Evening, other informal meetings with parents and/or carers and in report.
- Parents may occasionally expect all mistakes to be corrected and will perhaps need the principles of marking policy explained to them.

## **Marking Key**

 Learning objective met verbally

 Learning objective met

 Next steps to move learning on

 (finger space) **ABC** (capital letters)  (full stop)

vV - identifies excellence in work

Word underlined to indicate spelling error with the correct spelling given - spelling to be corrected x1 and checked

I – child has worked independently

S – supply teacher

AS – adult support given

VF – verbal feedback given

GS – Group support

PS- Peer support

## **Policy review**

This policy was reviewed and amended in September 2024. The next review is in 2026. Reference was made to 'Eliminating unnecessary workload around marking' [Report of the independent Teacher Workload review group].

All staff were involved in the writing of the policy.

The next review will look at:

- Its successful application throughout the school by teachers and other staff.
- The extent to which children have responded to comments and marking by extending their learning further leading to higher standards of attainment and progress.
- The standards of pupil's self-assessment skills and their proximity to the teacher's.
- Teacher workload regarding marking and feedback – it has been made manageable and there is a work-life balance.