



MANOR INFANT SCHOOL

Approval By: School
Review Frequency: 3 years
Next Review Due: March 2018
Last Reviewed: March 2015
CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE
Review Approved (signature): R.E. Anderson,
Date Approved: 9.3.15

MARKING and FEEDBACK OF PUPILS' WORK POLICY

'Valued as Individuals, Inspired as Learners'

AIMS

At Manor Infant School, we aim to provide guidance in responding to pupils' work and to establish consistency in marking quality throughout the school.

OBJECTIVES

At Manor Infant School, we believe that marking is used as a tool for effective on-going assessment. Through constructive marking and verbal feedback, children know and understand targets for improvement, i.e. the next steps for their learning which in turn leads to accelerated progress.

GENERAL PRINCIPLES

Wherever possible, marking will take place alongside the child as we believe that an instant response to learning accelerates progress. At Manor Infant school we dedicate time to this vital part of assessment for learning. It is therefore essential that the marking of all books, **must** be regular for **all** children in order to ensure progression.

- The discussion may be with a teacher, teaching assistant or one of their peers
- The feedback may be oral or written.
- Marking is rigorous and supports the pupils' learning
- Marking should reflect the learning focus and instructions provided for each lesson
- The criteria for marking should be shared with pupils and used to set targets for future development
- Depending on the nature of the learning, constructive comments are made in writing or verbally as appropriate.
- Time should be allocated for review of feedback with the pupils.
- Every effort should be made to ensure that marking by the teacher is both legible and accurate
- Comments should form the basis of a discussion between teacher and child
- It will focus the teacher to areas of need
- It will record and evidence progress

STRATEGIES

- Pupils should understand the highlighting and coding used to mark their work and be aware of the teacher's expectations in terms of the responses required
- Work may be marked in any colour except red
- Supply teachers will date, sign and comment on work. Students will date and initial work.

NON-NEGOTIABLES (Refer to appendices 1 and 2)

- All work is to be dated and initialed.
- After guided work teachers highlight work against the success criteria with:
- Correct/positive (green highlighter)
- Area for improvement or for the child to think about (pink highlighter)

- All work should include a learning focus sticker: 'LF to..... ..', which will have been shared with the children This will be highlighted in green if achieved and a green dot placed next to it if partially achieved.
- If learning has been completed independently a blue dot will be highlighted in the top, right corner of the page.

The learning focus and success criteria will be shared with the children at the beginning, throughout and at the end of each session.

The children in year 1 will begin to use purple pen marking to show their understanding of rereading their work and self-editing.

This will continue in year 2 and children will also begin to use highlighters to self assess.

The work will be marked with a;

P= paired work (work with a partner),
I=Independent,
G=guided group work,
S= Supported.

This will help when assessing the work to see which work is independent as well as how the guided work has been applied in the independent work.

The letter 'v' is to be used by any work where there was verbal feedback given and a word or two about what the verbal feedback was about.

In Reception, work or observations will be identified as;

I (independent),
CI (child initiated) or
AS (Adult supported).
SI (self-initiated)

Where appropriate some observations will be accompanied by photographs.

Feedback

At Manor Infant School, we recognise that time for marking can be difficult, but it is essential that some work is marked in detail rather than to mark all learning without relevant comments for each subject. Sustainability is a key concept. Teachers will plan time for children to read and respond to marking comments and guidance and teaching assistants should mark the group they support and refer any issues to the teacher. Regular response time involves children as active learners. The expectation is that as children progress through the school they will respond in more detail and the vital dialogue between learner and teacher will be apparent.

- Feedback and next steps will be put into pink bubbles for the children to think about and revisit. This will be in the form of symbols with written words or short phrases.
- Strategies may be modelled to show how to find the correct answer in mathematics.
- More detailed marking will be given to teacher/TA assisted groups.
- For children who are confident, able readers comments may be written.
- Feedback throughout lessons will include positive praise, although this may be verbal.
- Where the learning focus has been met, and there is no pink highlighting, the next step in learning will be put in the think bubble.

Responses to feedback

All responses from the children, to adult feedback, will be written in purple pen.

Guided groups will be given opportunities to respond to the marking and feedback before beginning the next piece of writing or mathematics.

Opportunities for this to happen might also be during morning activities or throughout the taught session as the teacher or teaching assistant addresses misconceptions.

If a child has spelt a word incorrectly, then these should be written correctly (inside a pink bubble at the end of the work) for the child to identify and self-edit in their learning.

There will be no more than 3 spellings identified as incorrect on each piece of work. This will also apply to number formation.