



MANOR INFANT SCHOOL & NURSERY

Approval By: School
Review Frequency: 3 years
Next Review Due: July 2021
Last Reviewed: July 2018
CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE
Review Approved (signature): 
Date Approved: July 2018

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, pupils 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 pupil 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** pupils 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 if this is not achieved within the lesson.
- Every effort should be made to ensure that marking by the teacher is both legible and accurate
- Comments, verbal or written, should form the basis of a discussion between teacher and pupil
- 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, write supply and adhere to this policy. Students on a teaching experience/placement 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: 'LF to.....', which will have been shared with the children.
- If learning has been completed independently a blue dot will be present in the top, right corner of the page.

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

The pupils in year R will begin to use purple pen marking to show their understanding of rereading their work and self-editing. This will continue in year 1 and year 2.

All work will be considered independent unless a G or S (guided or supported) is marked on the pupil's learning. Elements of the pupil's learning may be marked with a pink highlighter. This would demonstrate that the pupil has been directed to edit their work.

This will also help when assessing how the guided work has been applied by the pupil in their 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
AD (Adult directed).**

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 work highlighted pink. Teaching assistants should mark the group they support as well as support the teacher with the other pupils by marking in the moment. All teaching assistants receive training to do this effectively. If there are any issues, teaching assistants should refer these to the teacher. Regular response time involves pupils as

active learners. The expectation is that as pupils progress through the school they will respond in more detail and the vital dialogue between pupil and teacher/teaching assistant will be apparent.

- Feedback and next steps will be put into pink bubbles for the pupil 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.
- Feedback throughout lessons will include positive praise. This will be verbal.

Responses to feedback

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

Guided groups and individuals 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 pupil has spelt a word incorrectly, then these should be written correctly (inside a pink bubble at the end of the work) for the pupil 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.