

Henry Bradley Nursery & Infant School KS1 Marking & Feedback Policy

Version	Last Changed	Last Changed by ...
1	14/02/2014	Headteacher
2	16/04/2016	Clare Burns/Cliff Hadley
3	18/03/2019	Cliff Hadley
4	10/6/20	A Callaghan

Introduction

Responding to children's work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Marking and assessment are integrally linked and marking can be used as part of the teacher's on-going assessments to inform the teacher and evidence a child's progress.

All children are entitled to regular and comprehensive feedback on their learning; we all give feedback as an essential part of the assessment process.

We believe there is a need to follow an agreed system and employ consistent procedures in responding to children's work in order to give clear messages to pupils, parents and other teachers about an individual child's progress, so we take a consistent and standardised approach to the process of marking work and giving feedback.

We also believe that the most effective way of feedback is through dialogue.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or their personalised targets set for them;
- promote self and peer assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations and promote high standards;
- gauge their understanding, and identify any misconceptions;
- provide a basis for summative and for formative assessment and inform individual tracking of progress;
- provide the ongoing assessment used to inform future lesson planning;
- encourage, motivate, support and promote positive attitudes;
- recognise achievement, presentation and effort and provide constructive feedback.

Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to the recognition of the efforts made by the child. The main objective of marking and feedback is not to find fault, but to help children learn.
- In order to encourage a positive ethos, any negative comments must always be followed up by a constructive statement on how to improve.
- The marking should always be in accordance with either:
 - the lesson's learning objectives & success criteria
 - prior learning & misconceptions that are being followed up
- The child must be able to understand and respond to the comments made, and be given time to do so.
- Comments should be appropriate to the age and ability of the child or composed for the child's parent/carer.
- Comments should focus on only one key area for improvement at any one time.
- Through marking the children should become aware of the achievements they have made, the next steps they need to take in their learning.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible and written in **blue**.
- Marking should be constructive and formative, involving praise, advice on improvement and next steps in learning.
- Errors that are made by many children should not be the subject of individual comments, but should be noted in planning and addressed in future learning.
- Marking should be done before the next lesson in that subject.

We apply the Balance philosophy to giving feedback. Through dialogue, the children assess how they perceive they have achieved in the lesson. They put their work on a 'stack' according to how they think they have achieved against the learning intention (red stack - child needs extra help, orange stack - child is starting to understand, green stack - child understands). The child can also (depending on maturity) grade themselves with a number 1-9. The teacher then checks the work. Any children needing additional help are then immediately targeted by the teacher or Teaching Assistant for intervention after the lesson and in some cases a pre-learning session is given.

Guidelines to Marking & Feedback

Spelling

During the lesson:

- Children are supported with and encouraged to self-correct when at all possible
- Children are encouraged to act on the advice of the teacher/TA to correct spellings

After the lesson during marking:

Teachers comment on spelling only in the following cases:

- If spellings were part of the lesson focus/objective
 - If it is a spelling/high frequency word that the child should know
 - If it is linked directly to the phonics they have been learning or have learnt
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- Miss-spellings are underlined with a **blue** line
 - 3 spellings MAX are selected and written under/at end of work
 - Teachers/TAs ensure the spellings are used correctly in future work
 - If words are still miss-spelt then the children "Look, Cover, Write"

Scribing

- If children's work is emergent and difficult to read the teacher can transcribe
- If a child is using new and interesting words but miss-spells them they can be transcribed

Punctuation

During the lesson:

- Children are supported with and encouraged to self-correct and rub out/cross out (**one line through work**) when at all possible
- Children are encouraged to act on the advice of the teacher/TA or to act upon Success Steps to correct punctuation

After the lesson during marking:

Teachers comment on punctuation only in the following cases:

- If the punctuation were part of the lesson focus/objective
 - If it is punctuation that the child should know
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- Capitals can be written over the lower case letter
 - Full stops can be put in
 - Other focus punctuation can be corrected

Handwriting & Presentation

Teachers comment on Handwriting & Presentation only in the following cases:

- If they were part of the lesson focus/objective
- If the child is capable of better

Marking

When marking work we do not put a cross to identify where a child is incorrect; children are directed to incorrect work with a **blue** "C". This informs the child that they will need to have

another go at that specific piece of work. The "C" will be supported with verbal feedback to the child.

Written Feedback

Teacher/TA comments on children's work should relate directly to:

- the lesson's Objectives and Success Steps
 - previous learning that the child should be able to demonstrate
 - General misconceptions should be modeled during plenaries or in future lessons.
- ✓ The vast majority of feedback is delivered during the lesson through discussion with the child.
 - ✓ Such feedback should pick out successful demonstrations of progress and then highlight next steps in learning
 - ✓ Written feedback should only be given where deemed appropriate by the Teacher/TA and should be directed at the child. This can also be used as a discussion cue.
 - ✓ General and vague judgements such as "well done", "super", "good", "very good" etc should be avoided unless the judgement is qualified e.g. "Very good sentence work", "Well done on your full stops", "Lovely handwriting" etc.
 - ✓ The codes HMIC will be used to help inform professionals as to the level of support given to children for any one piece of work:

H	High
M	Moderate
I	Independent
C	Correction

- ✓ **Marking and written feedback should be consistent across all work in all years.**