

GRINDON INFANT SCHOOL



WHOLE SCHOOL MARKING AND FEEDBACK POLICY

Marking and Feedback

“Marking (feedback) has the potential to be the most powerful, manageable and useful ongoing diagnostic record of achievement.” (Shirley Clark, Targeting and Assessment in the Primary School)

Principles

- Marking provides the opportunity for prompt and regular written or spoken dialogue with pupils in order to progress learning.
- Marking should recognise, encourage and reward children’s effort and progress.
- Children should be given clear feedback about strengths and constructive suggestions about ways to improve their work as required.
- Children need time for reflection and to practise any specific improvement suggestions.
- Marking should support, motivate and enable all pupils to improve.
- It must reflect high expectations of all children and involve all staff.

At Grindon Infant School we want to ensure that marking is Meaningful, Manageable and Motivating (From DfE Eliminating Unnecessary Workload Around marking 2016):

- **Meaningful** – Marking varies by age, group, subject and what works best for the child in relation to a piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable** – Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as time effectiveness of marking in relation to the overall workload of teachers.
- **Motivating** – Marking should help to motivate children to progress. This does not always mean writing in-depth comments or being universally positive: sometimes short, challenging comments or verbal feedback are more effective.

Types of Marking and Feedback

Grindon Infant School use a range of marking and feedback techniques, live marking is used alongside more in depth methods such as immediate intervention, distance marking and self and peer assessment. As a school, we encourage staff to use their professional judgement to decide when is the right time to provide verbal feedback, live marking, when it needs highlighting or when a next step comment or prompt is the right approach; this judgement is always based on what will most positively impact that child’s progress.

Live Marking

The most powerful feedback given to children is if it is given at the point of learning (live marking). Live marking can be used for many reasons for example, to give a written model, to scaffold or check understanding, to motivate and challenge etc.

Distance Marking

Distance marking (the process of giving a child written feedback when they are not there) is appropriate for specific tasks, for example in-depth, precision marking of a piece of extended writing.

Immediate Intervention

This goes alongside live marking, where the Teacher identifies which children have found the task difficult or those who require further challenge. Then as soon as possible, the Teacher or Teaching Assistant meets with the child (or children where there are common next steps or misconceptions) and spend more time giving more detailed feedback or provide some 'teaching' These sessions should happen at least once a week for a child.

Whole Class Feedback

When common misconceptions arise in a lesson, the most effective way to address them is through whole class feedback, sometimes through mini plenaries, plenaries or at the start of the next lesson.

Self and Peer Assessment

Peer and self- assessment gives children immediate feedback. If it happens nearer the midpoint of a lesson then it also allows the Teacher an opportunity to intervene where necessary. It also allows the children to have some ownership and responsibility for their own work as well as allowing the child to reflect on what they need to do next.

Guidelines

- Comments should be written in child speak.
- Good handwriting should be modelled using agreed style.
- Verbal feedback should be given whenever possible and this should be recorded on the pupils work as VF, following which improvements should be evident (or explained in brackets if not)
- Marked work should be initialled by the member of staff responsible or highlighted on the sticker.
- Examples, scaffolds and prompts should be provided (written or verbally) to enable children to see their next steps clearly and support attempts to meet them if relevant to the work. Refer appendix 1. Scaffolds are referenced with an '**S**' on children's work to show a scaffold has been used.
- Children must be given time to respond at the point of learning for impact.
- Stamps should be used, stickers marked appropriately or adult to write on work to indicate if the work is independent, teacher supported or teaching assistant supported.
- A "think pink and gorgeous green" approach is used across School. In Reception this is only in Literacy and Maths books. In Key Stage 1 this is in all books and children make improvements to their work following feedback using a green pen.
- In EYFS a "next steps" stamp will be used and followed up with "Practising next steps and Next steps achieved" comments in English and Maths tasks in Reception.

- Self and peer assessment is to be developed and encouraged using writing tool kits and specific success criteria.
- Pro formas colour coded in the EYFS to match books will be completed for short observations and “wow” moments (Autumn is red, Spring is green and Summer is blue) This will continue into key stage 1 where appropriate, where blue borders will indicate maths and green for English. Staff may write on post it notes or in children’s books.
- Children’s comments/reasoning will be recorded on speech bubbles and post it notes.
- Staff should annotate work to support the assessment process as appropriate FRP / T TA I / CPA.
- Staff are encouraged to use stickers/stamps and are asked to nominate a child for a special reward in a weekly Achievement Assembly.
- The following symbols are to be used consistently throughout school:


Answer is correct- ✓

Capital letters – 

Verbal feedback – vf

Full stop- .

Scaffold Provided - S

Sit on line on 

Finger spaces – f_s

II- Immediate Intervention

Ascenders and descenders should be indicated using arrows..↑...↓.....

Independent – I

Teacher support – T

Teaching Assistant support – TA

Child Initiated - CI

CR – Concrete resources used

Adult led tasks will be indicated with AL in EYFS.

Marking key will be displayed on the classroom wall in KS1.

Children’s attention should be drawn to incorrect spelling, based on non-negotiables – so if a word has been taught within the year group expectations then it should be spelt correctly in all writing for those children working within age related expectations (No more than three spellings; appropriate to the child’s ability). Spelling strategies will be implemented in Year 2 with Year 1 children being introduced to them through phonics and spelling sessions.

Tool Kits for Writing

In Key Stage 1, Writing Tool Kits are created with the class for the writing genre that the children are working on within their English sessions. These genre specific toolkits are displayed on the English working wall or class washing lines. Following on from the children’s writing tasks, group toolkits are created linked to specific areas for improvement and skills that the children require additional support to master within their presentation, transcription skills and handwriting. Work is then planned to address the areas that the children need to develop.

No more than five areas to develop should be created and in Year 1 some action points may be developed orally and picture cues are to be used to support understanding.

Presentation

- EYFS books-Children will have a Learning Journal and front covers are colour coded in Nursery with: Red for Autumn, green for Spring and blue for Summer. Reception children also have a Mathematics and a Literacy book.
- In Key Stage 1, children will have a squared book for Mathematics and lined books for Literacy. SEND pupils will have Learning Journals, where appropriate.
- Children should be encouraged to keep their books neat and tidy and to take a pride in their work.
- High standards and expectations should be evident with regards to handwriting.
- Objectives for the lesson are to be printed and attached to the child's book, highlighted green if met and pink if not. These will be written as I can statements. The Teacher or child will write on the appropriate date. From the Summer Term in Year 1, where children are able to, they will write their own objective on their work and the Teacher will dot the end with pink or green.
- Children should be encouraged to start the next piece in the appropriate place, without missing out whole pages.
- Crossing out should be discouraged – children should put one line through a mistake or a cross next to it before trying again.
- There should be limited use of work sheets, which should be effective in meeting the learning objective, provide appropriate challenge, be dated and stuck neatly into the child's book.

Monitoring

- Samples of work from each class will be monitored at least once every half term to ensure the marking policy is consistently applied across the school.
- Subject Leaders/Senior Managers will provide individual feedback on the quality and effectiveness of marking as well as producing a general report for all staff.

APPENDIX 1

Suggested comments/prompts

Closing the gap prompts

Reminder prompt

How do you think the felt here?

What did the monster look like?

Scaffold prompt

Describe the expression on his face.

Do you think he was annoyed? How do you think he might have shown this?

What would happen if?

He was so surprised he

He barkedly, running around feeling very.....

Example prompt

Choose one of these or you own: He couldn't believe his eyes! He ran around in circles looking for the rabbit, feeling very confused.

Whether reminder, scaffold or example prompts consist of:

Elaborating and extending (tell us more....)

Adding a word or sentence (add an adjective...)

Changing the text (find a better word...)

Justifying (why.....?)

Suggested Comments (written or verbal)

Please remember to..... Don't forget to.....

How could you make this better?

Please learn to.....

Rewrite or remodel an example

$$52 - 38 =$$

$$50 - 30 = 20 \text{ child recorded}$$

$$8 - 2 = 6$$

$$52 - 38 = 26$$

.....

$$52 - 38 = \text{corrected recording}$$

$$52 - 30 = 22$$

$$22 - 2 - 6 = 14$$

Now you try this one

Self-correcting

- ✓ Can you see where you have made your mistake?
 - ✓ Check your *'place value in question 5'*
- ✓ I make the answer to this question ... check that I'm right
- ✓ 2 of your answers are wrong, spot which ones they are and correct them

Remember

- ✓ one hundred and two is 102 not 1002
- ✓ to count on from the larger number

Can you write down some multiples of 4?

I'll start – 4, 8, 12, 16, 20, 24

Finishing a sentence

- ✓ 36 can be partitioned into and
- ✓ Two numbers less than 200 are and
- ✓ All multiples of 5 end in ... and ...
- ✓ Capacity can be measured in ... or ...
- ✓ Rectangles have and

Ask a closed question

- ✓ If you start with 93 and count back in tens, would 14 be one of the numbers you say?
- ✓ Put these numbers in order:
835, 535, 538, 388, 508.
What would the third number be?
- ✓ Which of these numbers is closest to the answer of $342 - 119$?
200 220 230 250 300
- ✓ I buy books that cost £4.99 each. How much will I pay to the nearest pound?
- ✓ Which tens number is 57 closest to?
- ✓ There are 28 children in the class. $\frac{3}{7}$ are girls. How many girls is this?
- ✓ A film starts at 6.30pm and ends at 8.10pm. How many minutes does the film last?
- ✓ What is the difference between 1999 and 4003?
- ✓ What number is 30 less than 64?
- ✓ What is the missing digit?

$$\begin{array}{r} 5\Box \\ \times 8 \\ \hline 456 \end{array}$$

Ask an open question

- ✓ Tell me two two-digit numbers with a difference of 12.
- ✓ What even numbers lie between 10 and 20?
- ✓ Find 3 ways of completing: ...% of ... = 30.
- ✓ $\Box \times \Box = 20$. What could the missing numbers be?
- ✓ Using 1, 4, 5 and +, -, /. How many different calculations can you make?
- ✓ These numbers are in order, largest to smallest.
56 \Box 45 \Box 37 \Box 33 \Box Think of a number that could go into each of the boxes.
- ✓ Draw a triangle with a line of symmetry that does not have a right angle.
- ✓ What is the same about these shapes, what is different?
- ✓ If $7 \times 8 = 56$ what is 0.07×8 ? Give some other decimal facts that are linked to this fact.
- ✓ Give me 3 division questions that have a remainder of 1.
- ✓ Suggest sensible units you might use to measure the height of your table.
- ✓ What time could it be if the minute hand is pointing to 3?
- ✓ Show me another way to make £1.07 using 3 different types of coins.
- ✓ Tell me two lengths that together make 1 metre.
- ✓ Write what the missing digits could be: $\Box\Box\Box / 10 = 3\Box$

Ask for an explanation

- ✓ Would a chocolate lover rather have $\frac{1}{2}$ or $\frac{3}{5}$ of a bar of chocolate? Explain your answer.
- ✓ What tips would you give someone who is learning how to round numbers to the nearest 10 or 100?
- ✓ Explain why a number which ends in '3' cannot be a multiple of 4.
- ✓ Explain why two of the three angles in my triangle can't be obtuse.
- ✓ Explain why 16 is a square number.
- ✓ How could you subtract 37 from 82?
- ✓ How could we test a number to see if it is divisible by 6?

Encouraging reflection

- ✓ Could there be a quicker way of doing this?
- ✓ Do you think that this would work with other numbers?
- ✓ When could you use this strategy?
- ✓ Have you thought of all the possibilities? How can you be sure?
- ✓ Why did you decide to use this method?
- ✓ Can you think of another method that might have worked?
- ✓ Why did you decide to use this method?

Children's Feedback

KEY - EYFS

AL	Adult Led	Stamps Next steps Practising next steps Next step achieved
CI	Child Initiated	
VF	Verbal Feedback	
I	Independent	
S	Scaffold provided	

KEY - KS1

SYMBOLS FOR MARKING

Answer Correct	-	✓
Capital letters	-	Aa ←
Verbal feedback	-	vf
Full stop	-	.
Immediate Intervention	-	II
Scaffold Provided	-	S
Sit on line	-	<u>on</u> ←
Finger spaces	-	f_s
Ascenders and descenders		
should be indicated using arrows	-	↑ ↓
Concrete resources used to support	-	CR
Independent	-	I
Teacher support	-	T
Teaching Assistant support	-	TA
Child initiated	-	CI



Marking and Feedback Policy

Author's Name	Grindon Infant School
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SIGNATURES:

Head Teacher	
Chair of Governors	