



## Herne Bay Infant School Feedback & Marking Policy

Adapted July 2016

**Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.**

Herne Bay Infant School Feedback Policy sets the context for how teachers and teaching assistants (TAs) respond to pupils' learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How pupils' work is received, responded to and marked, and the nature of feedback given to them, will have a direct bearing on learning attitudes and future achievements.

We believe that feedback and marking should provide constructive feedback to every pupil, focusing on success and improvement needs against learning objectives; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

"The most powerful single moderator that enhances achievements is feedback". John Hattie, 1999 AIMS

### Purpose of policy

- To recognise, encourage and reward pupils' effort and achievement and celebrate success.
- To involve pupils' in the learning process.
- To provide a dialogue between teacher and pupil that enables appropriate feedback about strengths and areas in need of improvement of the pupil's work.
- To indicate how a piece of work could be improved
- To identify the next steps in learning.
- To improve a pupils' ability to review their own learning.
- To help report the pupil's progress to parents.
- To inform planning.
- To ensure a consistent approach to feedback by all staff.

### PRINCIPLES

Effective feedback should:

- Prompt children and adults to think about learning
- Generate a "next step" in learning
- Be focused - relate to the learning objective and/or success criteria.
- Address basic skills
- Be accessible to the pupils and manageable for the staff.
- Be positive and constructive.
- Involve the all adults working with the pupils.
- Provide opportunities for the learners' to improve their work.
- Impact on future teaching and learning.
- Differentiate according to the learning needs of individual pupils.
- Be developmental across the age range.
- Allow specific time for pupils to read, reflect and respond to marking where appropriate.
- Use consistent codes.
- Have symbols which are displayed in each classroom and in the front of each book. Pupils' should understand the meaning of the marks/markings they receive.
- Ensure that pupils are trained in marking, self-assessment and peer assessment and be given opportunities to mark their own and others work, to make improvement suggestions and to act upon the suggestions made.

## VERBAL AND WRITTEN FEEDBACK

Feedback can be verbal or written, according to the ability/task and age of the pupil. It needs planned time for pupils to respond or make an improvement; it is most powerful when included in the fabric of the lesson.

## MANAGEMENT OF MARKING AND FEEDBACK

It is important that marking has an impact on pupils' learning and is manageable for teachers. Not all pieces of work can be formatively marked. Verbal feedback is most powerful and should be given in a developmental style- acknowledging strengths and pointing out next steps in learning- across both Foundation Stage and Key Stage One.

At least, one Literacy piece of work needs to be developmentally marked each week in Key Stage 1 and Foundation Stage. Likewise, a minimum of one Maths activity will be extended through developmental marking or challenge weekly. All children's Maths work must be marked. All other pieces of work need to be **positively acknowledged** and annotated "Support" (S) or "Independent"( I ) **and basic skills addressed** (see below).

### Developmental Marking - Pink to Think, Green for Growth and Brilliant Blue for self and peer assessment:

- Symbols should be used in all marking- see attached sheet
- Only use green or pink pens in children's books
- Black or blue biro for LO if sticker not used.
- Highlight / underline in green, examples of where the pupil has met the learning objective/next step-green for growth.
- No comments are expected to be put in books after a piece of work.
- Green smiley face indicates learning objective has been achieved or they have made a good attempt.
- Teachers/ TAs will add a green smiley face where the work is pleasing and two green smiley faces if it is particularly good.
- Where children's work is not of an acceptable standard for their developmental stage in content and/or presentation, the teacher must address issues in the next lesson and annotate an unacceptable piece briefly e.g. – Address presentation/ layout/quantity of work tomorrow.
- Highlight in pink the most developmentally appropriate aspects of the work to be improved – a maximum of three aspects.
- Add next step to the beginning next piece of work in pink. (ladder - next step symbol)
- Teacher or TA tick next step if achieved in green, or add pink dot if not achieved.
- Children must be given regular opportunities as part of the plenary to **self or peer assesses work in blue** by underlining examples where the LO or next step has been met.
- Children must regularly self or peer assess by ticking the symbol by the next step ladder in blue if achieved, or dot in blue if not achieved.

### Examples of developmental marking:

- A reminder prompt e.g. – Write a sentence about the prince's clothes. Can you include two adjectives?
- A scaffold prompt e.g. What was the monster doing? The monster was so angry that he.....
- Alternatively a challenge/Pink to Think sticker can be used.
- Self and peer assessment is in Brilliant Blue

See marking checklist for more detail.

**Maths** examples: -

- Correcting incorrect calculations,
- Children finding their own errors and recalculating or calculating examples set by staff.
- Attempting a Pink to Think challenge to apply skills and deepen knowledge “ Now try this”
- No More than 5 sums to be completed before moving them on or developing their understanding.

## **BASIC LITERACY & NUMERACY SKILLS**

Letter formation should be addressed in **all** work. Any incorrect letter formation must be highlighted (only highlight one example of each incorrect letter) and model for the child the correct formation using the school handwriting policy, for the child to copy four times. **This must then be tracked in future work to ensure improvement is sustained.**

Likewise in **Maths** any examples of incorrect number formations must be highlighted (only highlight one example of each incorrect digit) and modelled for the child to copy four times. **This must then be tracked in future work to ensure improvement is sustained.**

**Spelling:** One or two incorrect common words should be selected, dependent on ability, to be corrected. Teachers and TAs must model words using school policy handwriting for children to copy four times. **This must then be tracked in future work to encourage improvement to be sustained.**

## **RESPONSE TIME**

Verbal feedback should be given to pupils, in order for them to respond and improve upon their work. Time should be given for pupils to look at symbols **or pink for think comments**, and then make focused improvement based on these. The teacher needs to make time available for this to happen. This could be a morning task or 5-10 minutes at the beginning of the next lesson. Where verbal feedback is given, use brief annotations or symbols to record the content of feedback.