

# **Stocksbridge Nursery Infant School**



## **Feedback and Marking Policy**

Policy adopted: Nov 2015

Policy review date:

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(Nov 2015)



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### Feedback and Marking Policy

**‘Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.’**

Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

### Aim

To ensure that we:

- To contribute to pupil achievement, self-confidence, pride and ownership of their work.
- Have consistent standard and manageable practices;
- Use marking and feedback to inform assessment
- Provide frequent feedback of a consistently high quality.

The implementation of the policy is the responsibility of all staff, over seen by the assessment lead.

### Principles of marking and constructive feedback

**The key purpose of marking and feedback is to support the child in their learning journey.**

- recognise, encourage and reward the child’s effort and achievement, and celebrate success;
- be directly linked to the learning objective/success criteria
- be meaningful to the individual child;
- give clear indicators of the next steps in their learning;
- be part of an ongoing dialogue with staff and the child;
- encourage the child to reflect on their learning;
- inform assessment and future planning

### Workbooks

Please store the workbooks in a place where they are:

- easily found by supply/cover
- kept in a neat, orderly way.

Where possible, workbooks are passed up through the school, so that the child understands their learning as a continuous journey.

We use the following workbooks:

- Writing – Y1 A4 purple and Y2 blue. Rec use A4 yellow plain books.
- Reading Record book – bought pre-printed
- Reading Journals – A4 dark green, ½ plain, ½ lined)

- Maths – A4 blue 20mm squared or red 10mm squared. Reception use A4 purple plain books
- Knowledge of the World – A4 light green plain.
- Sketch book – A4 black, plain

### **Presentation**

While some children struggle to present their learning neatly, all staff should convey a consistent expectation that we try our best.

All staff should model high standards of presentation and provide verbal and written reminders to children.

Workbooks should be presented in the following way:

- printed label on the front with child's name. Labels are consistent throughout school;
- cover should not be drawn on, torn, stained or used to 'store' stickers;
- each page should be used (in order) – where a child misses a page, they should go back and fill it in;
- Each piece of work should be dated at the top right hand corner
  - Long date (English etc) – Tuesday 15<sup>th</sup> September 2014 (correct use of capital letters)
  - Short date (maths etc) – 15.9.15 (dots not lines.);
- Each piece of work should have a title (if pre-printed this should be underlined);
- every piece of work should have a WALT (We are learning to...). This should be on the second line and on the left;
- every piece of work should have SC/WILF (What I am looking for...). This/these should be on the third line in bold and on the left. Bullet points should be used.

Work titles, dates, WALTs and WILFS can be prepared on stickers (21 to a page) or on frames which are stuck in books once complete.

<div style="text-align: right;">15<sup>th</sup> September 2015</div> <p>WALT: to know what an adjective is and to use some</p> <p><b>SC:</b></p> <ul style="list-style-type: none"> <li>• I can choose words which describe what something feels like</li> <li>• I can choose words which describe what something looks like</li> <li>• I can choose words which describe what something sounds like</li> </ul>
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**In writing books,** children should:

- write in sharp pencil.
- use line spacing as modelled by Martin Harvey in CPD.
- Write on every line;
- Use coloured editing pens when directed (not felt tips);
- Use pencil crayons for illustrations not felt pens;
- If working with an adult then children (or adult) rubs out work. If working independently children put a neat line through their work.

**In maths books**, children should:

- Write in sharp pencil;
- Write one digit in one square;
- Use a ruler once skilled and trained to do so;
- Be discouraged from rubbing out work;
- Use coloured correcting pens when directed (not felt tips).

**Worksheets** should be:

- Kept to a minimum;
- Titled, named and dated and have WALT and WILF/SC;
- Trimmed and stuck neatly in books on the correct day so there is a clear chronology of work;
- Stuck, if possible, so all the work can be read and the sheet is not sticking out;
- Be to the same standard as all other work;
- Marked.

**High quality writing frames** are used to inspire creative writing and support children in how they set out their work. A variety of frames is used linked to the theme or genre of writing.

Those children with Special Educational Needs and Disabilities (SEND) should be given special consideration. This may include:-

- pencil grips or special pencils/pens;
- paper clips on book corners to avoid the pages curling;
- a scribe;
- worksheets copied onto coloured paper or enlarged;
- larger lined books or plain paper;
- a slanted desk/surface

### **Marking code**

All work should be annotated with a letter next to the WALT. This may be done by the child or an adult. Marking code posters are displayed in all classrooms.

I	Independent
T/TA	Teacher/TA supported
C	Marked by an adult covering the class
V	verbal feedback given

There should be a range in the level of support in any one child's workbook. Less able children must have examples of independent work and more able children must have examples of adult supported work. SEN children must be taught by the teacher regularly throughout a week.

Mistakes worth noting will be identified through other symbols:

//	New paragraph
O	Highlight punctuation error
^	Missing words
√	Tick correct answers
5	

X Incorrect answers  
\_\_\_\_\_ Underline pertinent spelling errors

## **Feedback**

At Stocksbridge Nursery Infant School we embrace the principles of assessment for learning which involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

One key characteristic of assessment for learning is using marking and feedback strategies. Sharing learning objectives and success criteria should provide the focus for feedback from teachers as well as peer and self-assessment. Learners need information and guidance in order to plan next steps in their learning.

## **Written Feedback**

The most effective feedback is that done with the children present. No record needs to be made of this discussion; evidence of progress should be seen in the child's work.

Quality marking is the key to enabling children to understand their own achievements and to know what they need to do next to make progress. Feedback sets the child's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It provides positive feedback and promotes high expectations and progress linked to the main learning objectives.

Teachers will give children time to respond to the feedback they are given.  
All teachers will mark work using the agreed marking codes previously outlined.

## **Core Subjects**

Most marking will be done using green and pink pen. Not all work will have written comments as sometimes marking is done verbally with the children. Once per week marking will be done with a wish and 2 stars.

## **'Tickled pink' and 'Green for Growth'**

'Tickled pink' and 'Green for growth' highlighting to be used on written work (to begin with class teacher will model, possibly reinforced in plenary sessions on shared writing, to reinforce success criteria, this could be extended to self and partner assessment when embedded). Teachers should aim for more pink than green. One areas should be highlighted in pink to show areas of strengths within the work linked to success criteria/WILF. Highlight the SC/WILF and the example in the work which shows this.

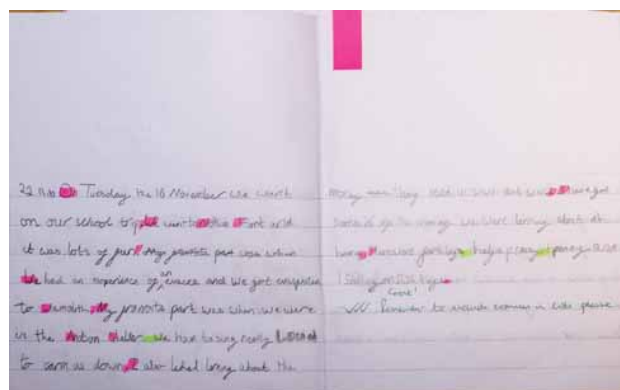
Green for growth could link to an individual target and should be one clear, focussed step for development. Highlight the SC/WILF if appropriate and an example in the work where it could have been used or could be improved. Alternatively write the 'target' in green at the bottom of the work. The most impactful feedback is that done instantly with the child. No record of this needs to be made. (V for verbal feedback). Evidence may be in a spelling the child practises straight away or a letter they rehearse.

If marking isn't done with the child, they then have time to reflect on and respond to this marking at the beginning of the next session.

A positive comment will be at the bottom of some work when marked in depth. It will be done in blue or black pen.

Work is not marked in pencil.

**Maths:** Pink can be used to show good processes as well as correct answers and green can be used to highlight an area to which needs revisiting. Next steps in maths will be planned for the next day of teaching and not given as tasks in marking. Numeral practise will be used to move learning and presentation forward.



### A wish and 2 stars.

'A wish and 2 stars will be used once a week in writing. This will allow the teacher to give further feedback to the children about their work. The stars, represented by a drawn star, will show the child two areas of strength within their work and the wish, represented by a 'W', will show the child an area to develop within their work. Children will always have chance at the beginning of the next session to reflect on and respond to this marking.

2 stars and wish stamper may be used.



Wishes should:

- support children in their learning journey;
- be individual and differentiated;
- be clear and simple;
- be achievable.

Wishes could:

- provide a scaffold (an example of what they need to do);

- give an example;
- ask children to edit/correct specific parts of their work;
- provide a next step/extension.

Wishes should not be:

- “Good work”
- “Check your work”
- “Write neatly”

### **How will we show progression throughout the school?**

#### **Foundation stage**

In the Foundation Stage children are given feedback orally in a way which encourages them to value their learning and to be aware of their next steps. Use of pink/green highlighters more for teacher assessment than for the child. There will be simple comments related to the learning objective and oral feedback, along with stickers and stamps.

Teachers/TAs to indicate level of support given using code:

I	Independent
T/TA	Teacher/TA support
C	Marked by an adult covering the class
V	Verbal feedback given

#### **Key stage 1**

In this phase the aim is to get the children more actively involved with the feedback process while continuing to value their achievements. Children should become increasingly confident about identifying their next steps.

Teachers to indicate level of support given using code:

I	Independent
T/TA	Teacher/TA support
C	Marked by an adult covering the class
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- Wherever possible work is marked with the child as this has the most impact. It can be a conversation about what works well and what could be improved. No record of this conversation needs to be made as the impact should be seen in the next piece of work.
- Teachers to deep mark English once a week per child using ‘Two Stars and a Wish’ system. These should be written in pink and green. They should be identifying next steps and allowing children the opportunity to work on these steps so marking is meaningful. (This can be managed by teacher for example: whole class ‘Big Write’ or could be by target group). This will be done by using two stars and a wish.
- Marking on the other days will follow the ‘Tickled Pink’ and Green for Growth’ method.



Children will have a chance to reflect on what has been marked on all days; this could be self-reflection or it could be a discussion with teacher / TA / peers.

- Children are to respond next to the comment if appropriate
- Self and peer marking can be introduced in year 1 and used more regularly by Year 2. Children should use a different coloured pen/pencil to the teachers'

**Foundation subjects** - level of marking as appropriate to piece of work. Teachers can use blue or black pens to write comments too.

- Self and peer marking can be introduced in Year 1 and used more regularly by Year 2. Children should use a different coloured pen/pencil to the teachers'.
- Simple, child generated success criteria should be used regularly to help children and adults structure their feedback.

### **Other adult marking – summative/correcting mistakes**

For some learning it may be appropriate to simply tick the work and provide a short positive comment. Examples of when this may be appropriate include:

- calculations in maths (right or wrong);
- comprehension answers;
- grammar exercises;
- collaborative group work where more than one child has contributed to the finished product;
- peer assessed work;
- work with heavy adult input such as guided work;
- work where the child has already had an extensive verbal discussion with an adult.

All marking must be accurate. Where work is correct, it should be marked with a tick and where work is incorrect, it should be marked with a dot (and possibly a comment).

Not every mistake needs to be corrected (especially in independent writing), as this may be counter-productive to a child's motivation. All children are encouraged and reminded to self-correct.

High standards of grammar and punctuation are encouraged and mistakes are corrected as appropriate to the child's age and literacy development.

All homework should be marked, usually on a weekly basis. The adult may write a summative comment. Homework that is late will simply be ticked and dated.

Stickers, stamps, smiley faces and may be awarded sparingly for good work.

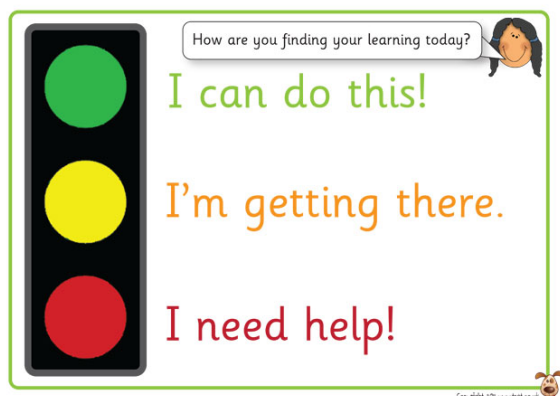
### **Spelling**

A child should be commended for producing phonically plausible word attempts or using standardized rules, even when misapplied.

Not all spelling mistakes will necessarily be identified. Teachers may pick out only key words which the child should know or which have been the focus for teaching during that session.

### Self assessment

The following code, can be drawn by the child next to the WALT:



## **Roles and Responsibilities**

### **Governors**

- to ensure that the school shares, implements and monitors this policy
- to ensure that the policy is reviewed at least every 2 years

### **The Headteacher / Assistant Headteachers**

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on children's learning

### **English, Mathematics Leaders**

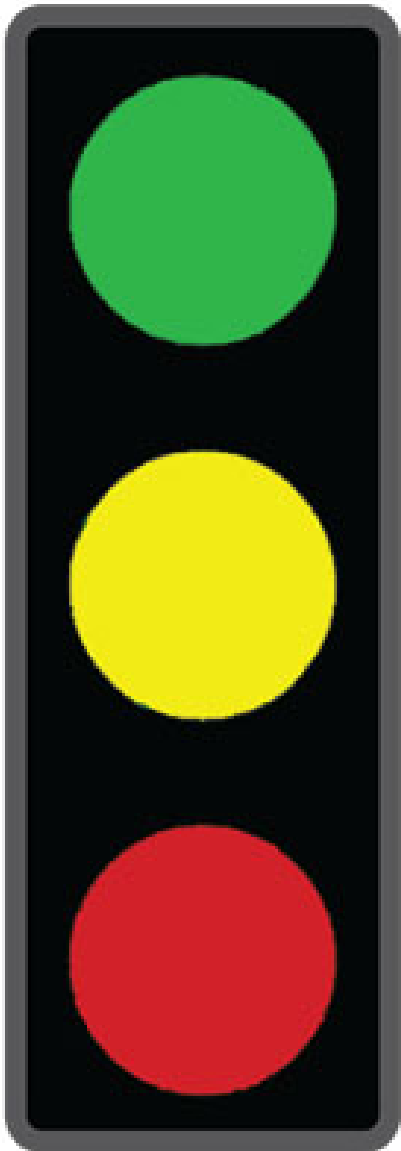
- to ensure the effective implementation of this policy.
- to regularly monitor the implementation and effectiveness of this policy
- to provide feedback to Governors on the effectiveness of this policy

### **Teachers and Teaching Assistants**

- to implement this policy and follow the identified guidelines.
- to ensure that children's work is marked appropriately, positively and within appropriate timescales.
- to provide workbooks for scrutiny as required and to act on any feedback given.

This policy will be reviewed as necessary. Monitoring of marking and feedback will be done in line with the monitoring and evaluation schedule

How are you finding your learning



I can do this!

I'm getting there!

I need help!



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## Marking Code

### Annotate with a letter next to the WALT

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### Marking Code

//	New paragraph
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✓	Tick correct answers
.	Incorrect answers
—	Underline pertinent spelling errors