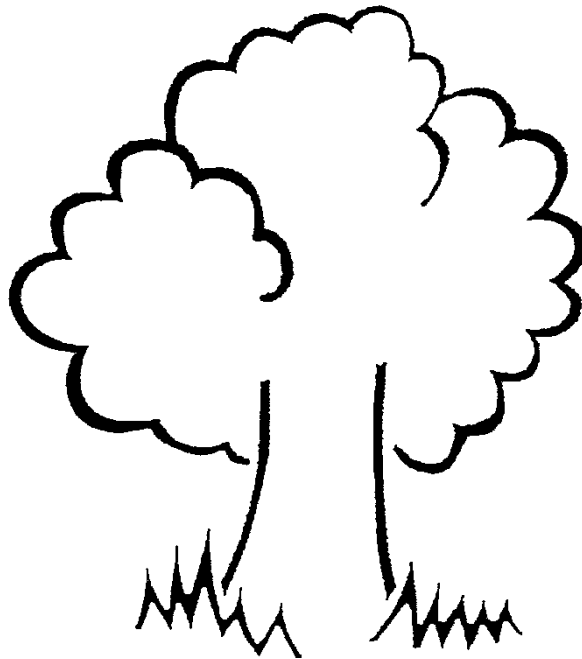


# **Whole School Marking and Feedback Policy**

# 2018

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

**Banks Road Infant and Nursery School**



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**“A Home for Learning, Laughing, Caring and Trying”**

**Aims:**

**Effective marking should:**

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

**Basic marking:**

The learning objective/challenge and date will be at the top of all pieces of work throughout FS and KS1.

Basic marking would include one or some of the following:

- Verbal comments and oral feedback during the lesson
- Specific codes used which state whether children have worked independently, with learning partner or with an adult (see below for Quality Feedback and Marking codes). Codes for marking in English and Topic work, and Maths marking are stuck into the front cover of each book (see appendix 1 and 2).
- Verbal comments and oral feedback after lessons to indicate the learning that was achieved in previous lessons.

I	Independent Work	P	Paired work
GP	Group work	V	Verbal feedback
TA	TA intervention group	ABC	Capital
T	Teacher guided	Sp	Spelling Mistake
R	Response	→	Next time...

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When Teaching Assistants work with a group, their marking should relate to the L.O. and success criteria and specify areas of difficulty. This will be used by teachers to inform future planning.

**Effective feedback:** (Quality marking)

This must relate to the Learning Objective only. This should be done ideally once a week or several times when appropriate in a unit of work.

Examples to show where children have achieved the success criteria in a piece of work will be highlighted green by the teacher.



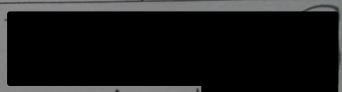
Success criteria will be recorded in books when it is an effective feedback piece of work.

**Think pink:**


This is an area for the child to work on and improve.

- DIRT (directed, improved, reflection time) Teachers will use a pink highlighter to direct children to areas of their learning they need to correct/enhance. DIRT will be planned into sessions to allow children to respond to this.
- Teachers will give children prompts for improving work relating to the success criteria.
- Checklists showing the success criteria should be stuck into books for children to use as self-assessment. This will be a scaffolded process in Y1 with children becoming more independent self-assessors as they mature.
- Within lessons, teachers should build in time for mini plenaries with opportunities for children to reflect on success criteria and make improvements to work during the lesson.
- At least once a week a challenge and response sheet will be used as in the images below:

EYFS

Learning objectives	Did I meet my target?	Comment	Date – 18.4.17
Write a postcard about the country you visited. I can say and write the initial sounds in words. I can say and write the beginning, middle and end sounds in words. I can write a sentence beginning to use finger spaces, capital letters and full stops. Ext: to use adjectives/connectives to make the sentence longer and more interesting.	  T TA	 Well done read her sentence back realised it didn't sound quite right and so corrected it all by herself. Wow!	


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Learning objectives	Did I meet my target?	Comment	Date – 9.1.17
I can recognise numbers 1-20. ✓ I can order numbers 1-20 and fill in the missing numbers on a number grid. ✓ I can say what is one more or one less than a given number (1-20)	 (I)      T      TA	[redacted] was able to independently identify which numbers were missing. She used the number line to support her to write the teen numbers.	
T / TA What support was given to the child? Please be specific.			

Year 1

Learning objects	Adult	Comments
I can say the months of the year	✓	20.3.17 (I) use what you know about the days and seasons.
I can order months of the year	✓	
I can explain my reasoning	→	

June ✓





Year 2









Learning Objective: 07.03.17- 08.03.17	Teacher	Support
To plan for my writing.		
I can decide on key information to include in my introduction and use a checklist.	✓	T
I can draft my ideas using a whiteboard before recording in my book.	✓	TA
I can record my sentence using appropriate punctuation.	✓	(I)

Have you ever dreamed

The following grid will be used across the whole school in Summer 2 2017 ready for transition into the next year group. This will then be used across the whole school from September 2017. Shaded areas will not be used in the Foundation Stage but will be gradually introduced in Year 1. (Child – Spring, Peer – Summer)

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L.O :	Child	Peer	Adult	Written response
Date:				
I can...				
I can...				
I can...				
I can... (for greater depth)				
I T TA GP P				

LO: Draft and re-draft their work to check the meaning is clear. 22 <sup>nd</sup> May 2017	Child	Adult	Written response
I can read my work to check it.			A lot of support was given to improve spelling.
I can improve my presentation.			
I can improve spelling punctuation and grammar.			
I can present my weather report in a clear voice.			
I T TA G P			


- After quality marking, time should be given, either in the next lesson or in a specific response time (DIRT), for children to read the marking comments and respond to the suggestions in the teacher's response box (see table above). Where children have responded to feedback marking in books, teachers should write R next to feedback to acknowledge the child's response.

**MARKING IMPROVEMENT PROMPTS:**

- Reminder prompt: linked to success criteria and L.O. e.g, Say more about..... Explain this for me....
- Scaffolded prompt: A sentence given by the teacher with missing words or an open ended question e.g, Could you try and make the ending more interesting? Describe the...
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

**For children in Foundation and Y1:**

Feedback can be done by teacher or TA with an individual child or with a group of children looking at a piece of work, identifying together successes and areas for improvement. Much of this will be done orally; the children will be taught to explain why a piece of work is good. "This is good because..." "It would be even better if....." Marking code symbols will be used for targeting children so they know what they need to focus on in their next piece of work

(ABC, ., , , see Appendix 1)

Improvements made to one child's work by a group of children should be adult scribed and "peer marked" written alongside, with a symbol written on the other children's work to show they have taken part in the assessment and feedback process.

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**Basic Self-assessment:**

KS1 Children are expected to self-assess against the learning challenge/objective for every piece of work by either ticking or drawing a smiley face 😊 if they have ‘got it’; or a straight lined face 😐 for ‘not yet’. This will then be responded to by the teacher.

**Effective (Quality) self-assessment**

Children will be taught to identify areas of success during the lesson and highlight it in green pencil (relating to success criteria). Children should highlight an area to work on (parts of success criteria not yet achieved), highlight or star in pink pencil and make improvements. This can be done either as mini plenaries within the lesson or at the end. Marking in topic lessons should follow the same format as above.

<b><u>THE POLICY WILL BE REVIEWED ANNUALLY.</u></b>
DATE OF REVIEW BY GOVERNING BODY: March 2016 July 2017 July 2018 July 2019
This policy was reviewed and ratified by the Pupil and Personnel committee in July 2018  Signed: Chair of Governors _____  Date: _____



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## APPENDIX 1

### Marking English and Topic work at Banks Road


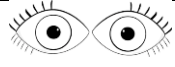

For each piece of work your child’s learning objective will be ticked, dotted or have an arrow according to the following criteria.

Ticked means your child has achieved the learning objective

Dotted means your child nearly achieved the objective ‘not there yet’.

An arrow means the objective has not yet been met and this is their next step.

Marking codes	
<b>I</b>	Independent work
<b>GP</b>	Group work
<b>TA</b>	Teaching Assistant intervention group/supported
<b>T</b>	Teacher guided
<b>P</b>	Paired work
<b>V</b>	Verbal feedback
<b>PM</b>	Peer marked
<b>R</b>	Child’s response to feedback and marking

Finger spaces	Check your work	Orally rehearse	Capital letters	Spellings	Sit writing on the lines	Full stops
			<b>ABC</b>	<b>SP</b>	<u>abc</u>	.

Your child will receive regular feedback ‘DIRT’ (Directed Improvement and Reflection Time).

Green highlighting - indicates where your child has met their challenges.

“Think pink” (pink highlighting) - this on your child’s work indicates something they need to go back to and improve on.

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## APPENDIX 2

### Marking Maths work at Banks Road





For each piece of work your child’s learning objective will be ticked, dotted or have an arrow according to the following criteria.

Ticked means your child has achieved the learning objective

Dotted means your child nearly achieved the objective ‘not there yet’.

An arrow means the objective has not yet been met and this is their next step.

Marking codes	
<b>I</b>	Independent work
<b>GP</b>	Group work
<b>TA</b>	Teaching Assistant intervention group/supported
<b>T</b>	Teacher guided
<b>P</b>	Paired work
<b>V</b>	Verbal feedback
<b>PM</b>	Peer marked
<b>R</b>	Child’s response to feedback and marking

Practical using objects	Check your work	Working with number lines/squares or tracks	Using mental strategies
			

Your child will receive regular feedback ‘DIRT’ (Directed Improvement and Reflection Time).

Green highlighting - indicates where your child has met their challenges.

“Think pink” (pink highlighting) - this on your child’s work indicates something they need to go back to and improve on.