

Whole School Marking and Feedback Policy

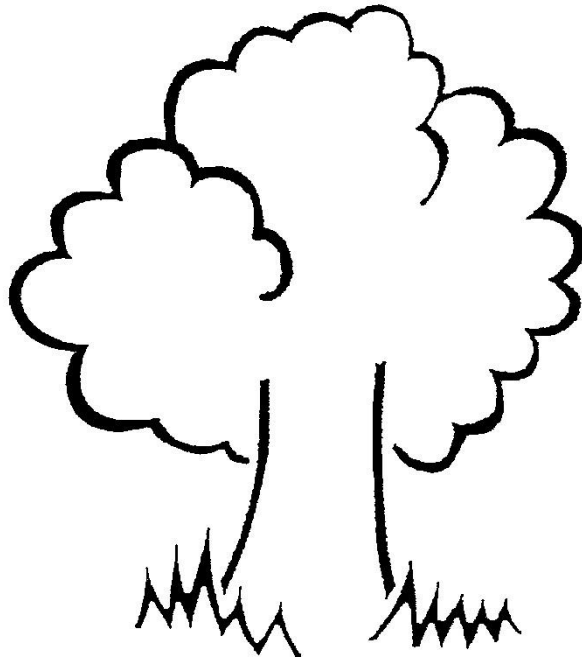
2021

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.

As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the staff unpicked previous policies including areas that were supporting children's progress and those that had minimal impact, we researched examples of good practice and developed a feedback policy that we feel has the most impact on children's progress and learning.

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

Banks Road Infant and Nursery School



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/unit of work
- 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.

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Key Principles:

- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments (mini plenaries/using WAGOLLS)
- Feedback is a part of the school’s wider assessment process which aims to provide an appropriate level of challenge to children in lessons, allowing them to make good progress.
- All children’s work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- All work in books should be acknowledged by the class teacher in some form (codes/stamps etc).

Basic marking codes:

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).

| | | | |
|----------|--|----------|-------------|
| I | Independent Work | P | Paired work |
| T | Guided by a Teacher/Teaching Assistant | ✓ | Correct |
| . | Incorrect | → | Next time |

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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.

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.
- 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.

There will be times where children redraft work in books. This will be age appropriate – Year 2 children may repeat a piece or section of their work after it has been marked. Year 1 may use whiteboards to draft their work before writing a final piece. The children are encouraged to cross mistakes out instead of using erasers as we like to see how they have improved their work!

The following information shows examples of how feedback looks in practice at Banks Road

Immediate

- Takes place in lessons with individuals or small groups
- Often given verbally to children for immediate action
- May involve use of a teaching assistant to provide support or further challenge
- May re-direct the focus of teaching or the task
- Lesson observations/learning walks
- Some evidence of annotations and use of marking code
- Mini plenaries

Summary

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take form of self- or peer assessment
- Lesson observations/learning walks
- Timetabled pre- and post-teaching based on assessment

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THE POLICY WILL BE REVIEWED ANNUALLY.

DATE OF REVIEW BY GOVERNING BODY:

September 2022

This policy was reviewed and ratified by the Pupil and Personnel committee in July 2021

Signed: Chair of Governors_____

Date: _____

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APPENDIX 1

Marking English and Topic work at Banks Road

When looking at children’s work, our feedback will be verbal and given during the same lesson. This is more powerful when moving children’s learning on and is more meaningful to the children. The only marking present on the actual work will be one of the following codes and within a unit of work there may be some green and pink highlighting/underlining. This will be for children who are ready to understand how the teacher has used this method and how they can then respond to it.

| Marking codes | |
|---------------|-----------------------------------|
| I | Independent work |
| T | Teacher/Teaching Assistant Guided |
| P | Paired work |

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

When looking at children’s work, our feedback will be verbal and given during the same lesson. This is more powerful when moving children’s learning on and is more meaningful to the children. The marking present on the actual work will be one of the following codes and green ticks will be used if work is correct. A pink dot will indicate work that needs correcting.

| Marking codes | |
|---------------|-----------------------------------|
| I | Independent work |
| T | Teacher/Teaching Assistant Guided |
| P | Paired work |

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

Green ticking - indicates where your child has met their challenges/has correctly answered.

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