



Nightingale Infant and Nursery School Marking and Feedback Policy

Signed:  on behalf of Trustees

Date: 21.03.2023

Introduction

At Drayton Community Infant School, we recognised the importance of feedback as an integral part of the teaching and learning cycle. We are mindful of the growing body of research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science, regarding the fragility of new learning.

We aim to maximise the effectiveness of feedback in our practice:

Feedback

High impact for very low cost, based on moderate evidence.



1. Education Endowment Foundation

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (teaching and learning toolkit) and other expert organisations. Meta-analysis by the Education Endowment Foundation shows that effective feedback should:

- redirect or refocus the teachers of the learner's actions to achieve a goal.
- be specific, accurate and clear.
- encourage and support further effort.
- be given sparingly so that it is meaningful.
- put on the onus to the students to correct their own mistakes, so that the teacher can address these in subsequent lessons.

2. Intent

We believe that quality feedback and marking contribute to all children being active participants in their learning, enabling them to reach their academic and personal potential. Marking is an important part of the assessment process and reflects the aims of the school, which seek to encourage the highest possible standards for each child.

3. Implementation

Effective Feedback should:

- be provided in a timely manner – live is best.
- provide clear information to children about the strengths and weaknesses of their work.
- encourage children to strive, improve and promote independence of self-correcting.
- direct children to what they need to do to improve their work and the next steps they need to take.
- identify achievements and the next steps in their learning.
- relate to learning objectives 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 through next steps.
- be read by pupils and time should be given for them to improve their work.

- help teachers evaluate teaching and inform future planning and next steps in learning.
- provide a tool for teacher assessment.
- help parents to understand the strengths and areas to develop in their children's work.

4. Impact

We mark children's work to:

- help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning.
- provide helpful feedback to children so that their needs are identified, and we can discuss with them what they find difficult and the next steps they need to take.
- ensure that children's achievements are recognised, thus giving encouragement and building confidence.
- ensure set tasks have been carried out to an expected standard.

5. Peer and Self-Assessment

From the Early Years upwards, pupils will be involved in the assessment process. We expect pupils to take ownership of their learning and are provided with many opportunities to reflect through peer and self-assessment.

Teachers will share learning objectives (LO) with pupils in all lessons.

Teachers will clarify, understand and share clear success criteria for pupils to self or peer assess against as appropriate.

Teachers must plan for feedback to take place and should include a range of assessment types including peer and self-assessment.

We encourage pupils to see themselves as the 'first markers' and audience for their learning. Children should be encouraged to find their own mistakes and to check and improve their own work individually or with the help of a peer before showing their work to the teacher.

6. Children's Response to Marking

All staff emphasise the importance of understanding the marking system and the positive effect the process has upon the pupils. Close reflection and review of the teachers' marking by the pupils is imperative, otherwise it negates the precious time the teacher has spent upon it and does little to improve learning. Over time, children should be given time, at the start of each lesson, or in a discrete set time, to be able to read and respond to the written feedback the teacher has provided. Children should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Children should be expected to respond to the written feedback, either by correcting their mistake in purple pen, or by writing a reply, or through discussion with the adult.

7. Next Steps

1) **Scaffolding** - A child has a misconception or error, and the teacher provides a scaffolded

response to get them unstuck and to make progress.

2) **Find and Fix** - Signposting work to improve with a clear focus. E.g., Question 2 has an error in place value. Find and fix.

3) **Consolidation** - A child needs more practise, or the teacher wants to assess if they are able to demonstrate a skill independently.



4) **Further Challenge / Stretch** - A child has demonstrated secure understanding during the lesson and so is offered a challenge or a new context. Examples can be seen further down this policy.

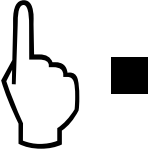

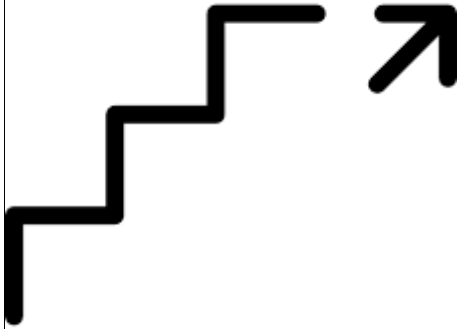
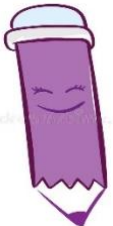
8. Early Years Foundation Stage (EYFS)

In EYFS, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations- using a circle for letter/number formation
- Short and narrative observations (written)
- Annotation of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play, work or special book

9. Marking Codes

Mistake Pink for think Please note this is a highlight in pink not adult writing in pink	
Work is correct Highlight in green Adult writing in black	
Remember CAPITAL letters	Aa
Remember full stops	●

<p>I need to check my finger spaces</p>	
<p>What I have done well</p>	
<p>With support If a child has worked with support – the learning objective is not highlighted as they have not achieved, it independently. However, if parts of the objective are achieved independently, they should be highlighted in green.</p>	<p>WS</p>
<p>Verbal feedback given</p>	<p>vf</p>
<p>What I have to do next (next step)</p>	
<p>Pupil edits and/or corrects own work in purple pen Purple pen of progress</p>	

Adult comments and marking written in black



10. Why we don't mark every bit of work

Eliminating unnecessary workload around marking, has highlighted *“that marking had become a burden that simply must be addressed”* (Department for Education Review Paper 2016). Written evidence of the feedback given is identical to the process; we do not provide additional evidence for external verification.

11. Guidance for Teachers

The following details suggestions for giving feedback linked to English and Maths. It is worth noting that feedback may look slightly different across the Infant school. The skills of proof reading and editing a piece of work retrospectively are taught, as per the National Curriculum.

11.1 Feedback linked to English:

Most writing sessions will include or be followed up by editing time. Within extended writing sessions each week the lesson the teaching team/ child/ peer will mark work using a pink highlighter for think pink (something they need to improve) and brilliant blue (something that they have done well). These highlighted elements will link to the success criteria in that particular lesson. During this time, children will receive whole class feedback about strengths and areas for development and direct teaching about how to identify and address individual weaknesses.

Teachers will have looked at pupils' work during or soon after the writing session and identified general strengths and weaknesses. These will be linked to both the technical accuracy of writing: spelling errors, punctuation, omissions and other transcription mishaps and things to do with the sophistication of the writing: the actual content. Where individual children have done particularly well or badly at something, teachers will make note of these areas and use them for future teaching points.

The editing time will be divided into two sections and children will edit work using purple pen (these do not have to be within the same lesson):

Proof reading

- Changing punctuation
- Checking and changing spellings
- Correcting letter formation and handwriting
- Changing gramatical errors- tense, sentence structure.

Editing

- Improving the compositon (and effect on the reader) by:
- improving vocabulary and word choice.
- adding further clarity (e.g. description, action, speech)
- experimenting with word order and sentence choice.

The proof-reading section will usually be short: about 10 minutes or so. The editing element may take some or a whole session.

11.2 Feedback linked to Maths:

In terms of day-to-day maths learning in KS1, teachers should check children's work by live marking once they have completed 4/5 calculations. If children have misunderstood something, teachers are then well placed to address this. Additionally, less confident children might want to start at the easiest stage of work provided but with instant feedback available. After getting their first few calculations correct, they feel confident to move to the next stage. Another strategy a teacher can use is to get children to compare answers in a group and where answers do not agree, challenge each other, and try to convince others and prove their answers.

Where children are more confident (and finish their work slightly earlier than others) it may be a valuable activity for them to 'mark' other children's book. When they do this, the crucial step is that they should not take their own book with them and just read off the correct answer. They should do the calculations again, faster and possibly mentally, so in effect doing the work twice, thus getting the sort of over-learning that leads to solid long-term retention.

Where children have made mistakes and they are finding it hard to see where they have gone wrong, a prompt sheet or steps to success (shared with the class at the start of the lesson) can help. Using the steps to success, as a check list to identify errors, means children use them thoughtfully and only when needed.

Staff will tick the header in the maths book when each objective is met. Each piece of work across the week will be dated.

12. Monitoring and Review

The aims and objectives outlined in this policy are evident in the day to day working in the classroom.

This will be monitored through:

- Classroom observation
- Book scrutiny by SLT and subject leaders
- External scrutiny
- Moderation of work during Pupil Progress meetings
- Communication with pupils, parents and the rest of the schools' community
- Staff professional reviews, in line with the Performance Management Policy