

Yeadon Westfield Infant School Marking and Feedback Policy

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

At Yeadon Westfield Infant School we believe that marking and feedback are essential to quality planning, assessment, teaching and learning. Through careful marking we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Aims

We believe that the purposes of marking and feedback are: to inform planning; to assist learning; to provide information for assessment; to encourage and motivate children in their learning; to provide constructive feedback; to show pupils that we value their work and to allow pupils to reflect on their learning.

Marking and feedback should

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and success criteria
- be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that children know how well they are doing and what they need to improve to make further progress

Guidelines for marking

Marking should be done during or as soon after completion of the task as possible and always before the next teaching session of that subject.

Teachers will set clear success criteria to show the focus for marking.

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.

Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.

Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.

If children make a few errors in numeracy they will be asked to correct them but if there are lots of mistakes, the learning will be revisited with a teaching assistant or in the next lesson.

Teaching assistants are responsible for marking the work produced by their group and this should be done during the session to provide immediate feedback.

Marking symbols

Symbol	Function
I	Independent work
H	Some help needed
S	supported
T	target
P	Paired work
G	Guided group work
VF	Verbal feedback
√	good
√√	Very good
• in a circle	Full stop needed
C in a circle	Capital letter needed
Smiley face	Good effort

Specific details on year groups

At our school we accept that written marking and feedback has to be tailored to meet the ability and age of each child and the subject being marked. This policy will be used throughout the school but the details below will guide teachers in specific year groups.

Foundation Stage

Children always receive verbal feedback.

Staff annotate written work to explain the context and the child's thinking if necessary.

On all pieces of work the level of assistance is indicated.

In Nursery children are given a smiley face and put a golden marble in the jar when they begin to mark make etc.

From the summer term staff and children in Reception will evaluate one piece of learning per child per week.

Key Stage 1

Work is marked and discussed with the child present if the child is in a guided group.

The level of marking will depend on the ability of the child.

Child friendly symbols are used.

Children are given regular opportunities to reflect on their learning and to respond to marking either independently or with support.

Success criteria are ticked if the children have achieved them and circled if more work needed

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by scrutinising books. This will be the responsibility of the leadership team and subject leaders when carrying out monitoring activities.