

Yeadon Westfield Infant School Marking and Feedback Policy

2019-Review 2022

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 these are numerous, 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
S	supported
E	emotional support
T	target
P	paired work
G	guided group work
VF	verbal feedback
R	reminder given
KW	key words given
√	correct
.	objective not achieved yet
~~~~	spelling mistake
^	missing word
√√	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

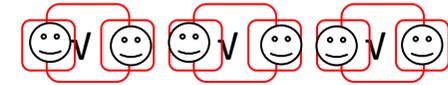
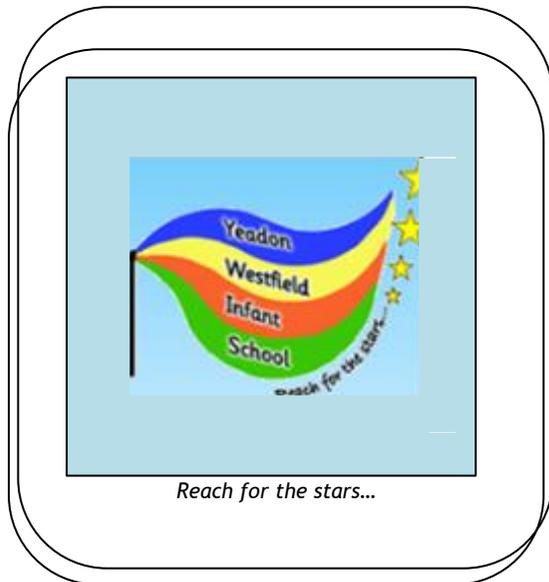
### Monitoring

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

## Our policy...

Marking and feedback should

- be constructive
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## Marking & Feedback: Writing

**Yeadon Westfield Infant School**



**Reach for the stars...**



## Learning Obs & Success Criteria

For every piece of skills work there should be a box stuck into books stating the following:

<u>SUBJECT</u>	<u>DATE</u>	Me	Teacher
<u>LEARNING OBJECTIVE:</u>			
<u>CONTEXT:</u>			
<u>SUCCESS CRITERIA:</u>			
<b>Challenge:</b>			
<b>Sentence skills:</b>			

*** LO:** Should be clear and concise, state what the children are learning to do and use the technical vocabulary the children are required to learn.

***Context:** this is where you can show the topic/text that the work is related to.

***Success criteria** needs to focus on the skills required for this particular task rather than all skills necessary for writing a good sentence.

### **Sentence Skills**

These are the non-negotiable sentence skills that have been taught within your year group (or the previous) and that children should be working towards applying independently.

## Marking

Marking children's work should take place as soon as possible after completion.

Codes should be used to indicate whether the work was independent, supported or guided.

At the end of the piece of work the LO and SC should be ticked, dotted or circled to indicate how well the objective has been achieved.

Every piece for work should require some sort of response from the children in order for them to improve their work.

Responses should also take place as soon as possible after work has been completed and always before the next teaching session of that subject.

Possible response times could be: immediate-within the lesson; as they come in in the morning; milk time; straight after lunch; story time.

Symbol	Function
I	Independent work- either with whole task or part of task
S	Support given. Could apply to whole task or part of task e.g. language/sentence
T	Target
P	Paired work
G	Guided group work- teacher/TA present & writing together.
VF	Verbal feedback
E	Emotional support given
KW	Key words given
v	Sentence or word is correct or used correctly
.	Objective or step to success not achieved or completed
vv	Very good
R	Reminded about applying a particular skill e.g. full stop/ capital letter.
~	Spelling mistake
^	Missing word
○	Full stop needed
◌	Capital letter needed
😊	Good effort

## Feedback & Response

There are two main types of response.

Secretarial and Challenging.

Please ensure every child has a mixture of both.

### **Secretarial**

This involves something the children know how to do and have just forgotten to apply.

This could include:

Handwriting- practise this letter 3 x

Spelling- practise this word 3 x

Filling in capital letters & full stops where indicated.

Re-read, look for ^ and fill in missing words.

### **Challenging:**

This will probably need the support of an adult.

This could include:

Rewrite this sentence adding adjective to describe the nouns.

Rewrite this sentence but include a sentence starter.

Rewrite this sentence so it is in the past tense.

Rewrite this sentence and add an adverbial of time.

Rewrite this sentence and include an adverb of manner.

Read through your word and find the missing capital letters and full stops.

Join these 2 sentences together using a conjunction.

Please remember nature of the challenging feedback will always depend on the ability of each child.