



# Langley Mill C of E (Controlled) Infant School and Nursery



## Marking and Feedback Policy

This policy has been assessed in the light of all other school policies including the Equality Policy.

Written/ Reviewed by	Date	GB minute number	Next review date:
K. Scrivens	September 2007		September 2008
K. Scrivens	September 2008		September 2009
K. Scrivens	September 2009		September 2010
K. Scrivens	September 2010		September 2011
K. Scrivens & C. Jones	September 2011	GB/2012/23	September 2012
K. Toft & all teaching staff	February 2013		September 2014
K. Toft & all teaching staff	April 2013	26/06/2013 GB/2013/45	September 2014
K Scrivens	September 2014	N/A	September 2015
K Scrivens & all staff	September 2015	30/09/2015 GB/2015/71	September 2017
K Scrivens & all staff	September 2017		September 2019

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## Langley Mill C of E (Controlled) Infant School & Nursery

### Marking and Feedback Policy

#### **INTRODUCTION**

This policy outlines the nature and management of marking and feedback at Langley Mill C of E (Controlled) Infant School & Nursery where we take a professional approach to marking work and giving feedback.

#### **PURPOSE**

- To ensure staff regularly and effectively mark work and give feedback as an essential part of the learning process.
- To ensure consistency of approach to marking and feedback throughout the School.

#### **RATIONALE**

At Langley Mill C of E (Controlled) Infant School & Nursery we believe that regular and comprehensive marking and feedback is a form of assessment which should inform both the staff and the children. For children, marking and feedback demonstrates that as staff we are interested in and value their effort. It enables us to praise and confirm achievement against learning objectives and success criteria and to identify areas to improve. For the staff, marking and feedback enables an evaluation of the content or skills taught and the method of teaching. It informs future planning, ensuring continuity, progression and differentiation. **The main objective of marking and feedback is to help children learn.**

#### **KEY PRINCIPLES**

**We mark children's work and offer feedback in order to:**

- Celebrate children's successes, demonstrating that their work is valued and encouraging them to do the same.
- Boost the children's self-esteem and raise aspirations, through use of praise and encouragement.
- Give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future.
- Offer the children specific information about the extent to which they have met the lesson objective, success criteria and/or the individual targets set for them.
- Encourage children to become independent learners, self evaluating and deciding on future improvements for their own and other's work.
- Gauge the children's understanding, and identify any misconceptions.
- Provide a basis for both summative and formative assessment that informs future planning.

#### **CHARACTERISTICS OF EFFECTIVE WRITTEN OR VERBAL FEEDBACK**

- Embedded in classroom practice and rooted in mutual trust.
- Manageable for staff and accessible and meaningful to children.
- Appropriate to age and ability.
- Constructive and formative.

- Relates to learning intentions (objectives/success criteria/targets) and development of basic skills, which need to be shared with the children.
- Based on knowledge and understanding of previous attainment.
- Positive, with recognition of efforts made.
- Identifies misconceptions.
- Encourages correction of errors.
- Supports improvement of work, offering ideas for 'closing the gap' improvement and encouraging identification of 'next steps'.
- Involves the children, providing opportunities for pupils to think for themselves. The younger the child, the more important it is that the feedback is oral and immediate.
- Provides pupils with opportunities, and time, to respond.
- Prompt enough to be relevant, within the same lesson whenever practical.
- Consistent throughout school.

## **STANDARD SCHOOL PRACTICE (see marking & feedback guidelines)**

### **We have devised our simple system for the following reasons:**

- It can be consistently applied by all staff (teachers and support staff);
- It can be used by children to self and peer assess;
- It works in any subject;
- It works for both oral and written feedback;
- It forces the teacher to be evaluative; and
- It enables easy looking back to identify improvement points and checking whether they have made a difference.

### **Equal Opportunities/Educational Inclusion**

Langley Mill C of E (Controlled) Infant School & Nursery believes in being fully inclusive. All pupils are entitled to a broad and balanced curriculum, regardless of disability, SEN, ability, gender, race, class, creed and belief, in accordance with the school's policies for Equal Opportunities and Equality. The marking and feedback curriculum will provide equal opportunity through:














- Marking and feedback which is well matched to the different needs of pupils (differentiation);
- Equal access and relevant provision for all pupils.

### **MONITORING AND REVIEW**

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary. It will be monitored through discussion and work scrutiny.

# MARKING & FEEDBACK GUIDELINES

(Agreed by all staff and familiar to the children)

<p>Remember that oral feedback is often the best feedback as it is immediate and with the pupil. Written feedback is most effective when it:</p> <ul style="list-style-type: none"> <li>• Recognises, encourages and rewards effort and progress;</li> <li>• Provides clear feedback about strengths and weaknesses;</li> <li>• Helps pupils know how to improve;</li> <li>• Informs teachers on those areas of learning where groups and individuals need specific help;</li> <li>• Provides a record of pupils' progress;</li> <li>• Helps parents understand strengths and weaknesses in their child's work.</li> </ul>		
<p>Use these 'non-negotiable' strips as learning prompts and marking criteria for each piece of recorded work.</p>		
		
<p>Use these to indicate when the learning objective (I can statement) has been achieved.</p>		
		
<p>Use this to indicate verbal feedback has been given. If a teacher needs to speak to the pupil about a particular area of work, they may write VW needed. No further writing is necessary.</p>		
		<p>Use these to indicate if the pupil has worked independently or has been supported in completing work.</p>
		
<p>Use this to indicate positive feedback on something that has been done well. Use a simple word or phrase (no superlatives).</p>		
		
<p>Use this to indicate an area for improvement, next step, tip or something to think about. Be specific and use direct language (start with an imperative).</p>		
		
<p>Use this to indicate an incorrect spelling. Write the correct word at the bottom of the page which the pupil should copy three times. High frequency words and topic words will usually be corrected; others corrections will reflect the ability of the pupil.</p>		
		
<p>Use this to indicate a missing word which needs to be added by the pupil.</p>		
		
<p>Use this to indicate work is correct.</p>		
		
<p>Use this to indicate work is incorrect. The pupil should correct their work next to the original, including any calculation methods in maths.</p>		
		
<p>Children use the traffic light system next to the learning objective (I can statement) to indicate a judgement on their learning dispositions.</p>		