



**Mrs Bland's Infant and Nursery School
Burghfield Common Federation**

Marking and Feedback Policy

July 2022

Mrs Bland's Infant and Nursery School

Marking and Feedback Policy

At Mrs Bland's Infant School, we understand the vital importance of marking work and giving effective feedback. Feedback, whether verbal responses and questioning, or marking books should be constructive and fit for purpose, whilst also taking into account the age of the children. The process of marking and giving feedback should be a positive one. It should focus on success (HOW children have achieved against the learning objective) then move onto challenges and ways to improve in order to move the learning on for individual children.

So WHY do we mark?

- To move learning on further!
- To identify children's understanding and to provide future challenge - to provide the children with clear guidance on what has been done well in their work and what they need to do next to improve.
- To communicate gaps in learning to individual children by giving specific information on the extent to which they have met the lesson's objectives, and/or the individual targets set for them.
- To inform future planning to address the needs of the children.
- To promote independence and self-assessment so that children can see how to up-level their work from the teacher's comments and through clear assessment structures in their books i.e., targets and up-levelling.
- To demonstrate that we value the children's work, and encourage them to do the same.
- To boost children's confidence, self-esteem and aspirations, through the use of praise and encouragement.

Expectations for the children's books — what our books should say?

- We fully understand where children are in their learning, where they need to get to and how we are going to help them to move on.
- We are prepared and organised - books are set up in advance with LO (WALT) and SC(WILF) and there is a carefully thought-out balance between children writing directly into their books and the use of writing frames, games, photographs and scaffolding sheets.
- We take pride in our teaching and value the children's learning.
- We have high expectations of ourselves and of the children and this is modelled in all we do.
- We are consistent in the use of the school's handwriting policy and aim for all children to write in a clear, legible and neat style. This handwriting style is modelled by all staff in the setting up of their books and when marking the books.
- That progress is clearly evident from unit to unit and from term to term in all books.

Codes and Symbols

Day to day marking will involve the use of marking codes:

Marking and feedback codes:

I - Independent work

T – Teacher support

TA - TA support

VF - Verbal feedback given

C – To indicate when a child has been given feedback and then corrected an answer.



- Targeted spelling practice (only words that the child should have been able to sound out themselves, or common exception words to be highlighted).

Feedback

At Mrs Bland's we embrace the principles of assessment for learning which involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). One key characteristic of assessment for learning is using marking and feedback strategies. Sharing learning objectives and success criteria should provide the focus for feedback from teachers as well as peer and self-assessment. Learners need information and guidance in order to plan next steps in their learning.

Written Feedback

Quality marking is the key to enabling children to understand their own achievements and to know what they need to do next to make progress. Teachers will give children time to respond to the feedback they are given. All teachers will mark work using the agreed marking codes previously outlined.

'Tickled pink' and 'Green for Growth'

'Tickled pink' = Used to highlight areas of strengths within the work linked to the success criteria.

'Green for growth' = Used to highlight one clear, focussed step for development.

'Purple Polisher' = used by children to edit or self-correct their work

Children are to have time to reflect on and respond to this marking at the beginning of the next session or during the session if the child is working in an adult supported group. Within the WALT and WILF, pink and green highlighters should be used to indicate whether a child has achieved the objective (pink), have not achieved the objective (green) or have not attempted the objective (left blank).

Self/Peer Marking

The school encourages children to check work before presenting it. Provide opportunities for children to self-mark against an agreed success criteria and peer mark in order take ownership of the learning and identify their own next steps. Children will also be encouraged to use the purple pens to self-assess or edit their own work.

Marking and Feedback Policy - Reception

Teachers must ensure that all work/books are well prepared.

1. In advance of the day's work, all work **must** be dated (topic work dated for the month).
2. Observations are dated and clearly linked to characteristics of learning and developmental bands. Staff initial observations.
3. All comments and modelling of writing in the books must clearly follow the school's handwriting policy.
4. The letter I or a class stamper will be used if the work was completed independently.
5. Links to developmental bands will be highlighted when covered/achieved. Next steps will be clearly stated and linked to development bands. In the summer term, links for ELGs should be highlighted.
6. Stickers and stamps will be used as rewards.
7. Written feedback will be given where appropriate but in Reception this will usually be alongside verbal feedback.
8. If anyone other than the class teacher marks the work, they **must initial it**. If the work is marked by a supply teacher, then they must initial it and write **ST**.
9. The ratio/level of support should be clearly indicated, especially for writing. This will look like this: **1:1, 1:4, 1:6**
10. Visual 'target' stamps for EYFS will be used and ticked when achieved.

Marking and Feedback Policy—Year 1

1. Teachers must ensure that all work/books are well prepared **in advance of the day's work** (date/L. O and S.C stickers/borders/targets/photographs stuck in).
2. Children must write the day of the week in their English books and numerical date in their maths books.
3. Books to be marked in green and pink pens.
4. WALT and WILF must be stuck into books in advance (see step 1) and ticked as achieved (by the teacher).
5. All comments and modelling of writing in the books must clearly follow the school's handwriting policy. Expectations for both Year 1 and Year 2 children to achieve the 'perfect pencil' must be consistent and repeated misconceptions addressed through the marking of books and in handwriting/phonics sessions.
6. The ratio/level of support must be clearly indicated unless independent. This will look like this: **1:1, 1:4, 1:6** and **I** for **independent work**.
7. Visual 'Target' stamps will be used and ticked when achieved.
8. The '**tickled pink**' pen will be used to indicate when a child has achieved an objective. This should be used alongside a key target at the top of the page (part of the WILF) **and** within the work to show where the child has achieved this objective e.g., adjectives highlighted within the work and the objective highlighted within the WILF.
9. The '**green to grow**' pen is used to indicate what the pupils needs to do in order to progress further next time. This can be used alongside a key target at the top of the page (part of the WILF) or to show what needs to be done next time at the bottom of the page. This can be in the form of an additional target or a closing the gap task or challenge. **Time will need to be given for a child to complete this.**
10. In numeracy, if an example is correct then it will be ticked and if it is incorrect then a dot will be put next to the answer. **Crosses will not be used.** Once corrected a tick with a c marked beside to show it has been corrected. ✓c
11. Observations made during practical sessions and during verbal feedback (**VF**) can be written on post-it notes and stuck into the book or in speech bubbles to show how children feel about their work.
12. **All adults working** with a group must **write their initials**. If the work is marked by a **supply teacher**, then they must mark it, **initial it and** write **ST**.

WALT: recall doubles up to $10 + 10 =$

WILF: I can use a number line, counters or fingers to help me.

I understand that a double is adding a number to itself.

I know that the answer will be an EVEN number.

WALT: write a descriptive sentence.

WILF: I have used capital letters, finger spaces and full stops correctly.

I have used adjectives about: colour, shape, size and texture.

I have used adjectives in a list broken up with a comma.

Marking and Feedback Policy—Year 2

1. Teachers must ensure that all work/books are well prepared **in advance of the day's work** (date/L. O and S.C stickers/borders/targets/photographs stuck in).
2. Children must write the full date in their English books and numerical date in their maths books.
3. Books to be marked in green and pink pens.
4. WALT and WILF must be stuck into books in advance (see step 1) and ticked as achieved (by the teacher) and self-assessed by the children.
5. All comments and modelling of writing in the books must clearly follow the school's handwriting policy. Expectations for both Year 1 and Year 2 children to achieve the 'perfect pencil' must be consistent and repeated misconceptions addressed through the marking of books and in handwriting/phonics sessions.
6. The ratio/level of support must be clearly indicated unless independent. This will look like this: **1:1, 1:4, 1:6** and **I** for **independent work**.
7. The '**tickled pink**' pen will be used to indicate when a child has achieved an objective. This should be used alongside a key target at the top of the page (part of the WILF) **and** within the work to show where the child has achieved this objective e.g., adjectives highlighted within the work and the objective highlighted within the WILF.
8. The '**green to grow**' pen is used to indicate what the pupils needs to do in order to progress further next time. This can be used alongside a key target at the top of the page (part of the WILF) or to show what needs to be done next time at the bottom of the page. This can be in the form of an additional target or a closing the gap task or challenge. **Time will need to be given for a child to complete this.**
9. In numeracy, if an example is correct then it will be ticked and if it is incorrect then a dot will be put next to the answer. **Crosses will not be used.** Once corrected a tick with a c marked beside to show it has been corrected. ✓c
10. Observations made during practical sessions and during verbal feedback (**VF**) can be written on post-it notes and stuck into the book or in speech bubbles to show how children feel about their work.
11. **All adults working** with a group must **write their initials**. If the work is marked by a **supply teacher**, then they must mark it, **initial it and write ST**.

WALT: recall doubles up to $10 + 10 =$

WILF: I can use a number line, counters or fingers to help me.

I understand that a double is adding a number to itself.

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WALT: write a descriptive sentence.

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Next Steps

Next steps should move learning on and be immediate. Next step marking should be in green pen.

Suggested next steps:

- Rewrite the first sentence using the correct punctuation/capital letters/full stops.
- How /what/why/where? To encourage a response to a question about their writing.
- Use your word book to find the correct spelling of the word I have circled in a cloud.
- Show me how you can re-write your last sentence using neat handwriting.
- Listen to me say the sounds and rewrite that word.

Verbal next steps to give for purple polishing pen (editing)

- Use the purple polisher pen to write capital letters at the beginning of all your sentences or add full stops to the end of sentences (making corrections).
- Use the purple polishing pen to up-level a word within your work (making improvements).
- Use the purple polishing pen to add an adjective to this sentence or extend a sentence using a conjunction (making additions).

Suggested prompts for verbal next steps:

- Letter size.
- Letters on the line.
- Finger spaces.
- Correct pencil grip.
- Use your word book.
- 6 legs on the floor (correct writing posture).
- Correct letter/number formation.
- Write x number of sentences before x time.
- Check your spelling.
- Hold paper steady.
- Tell an adult what you want to write.
- Use a dictionary or thesaurus.
- Use conjunctions to join sentences.
- Add adjectives.

Self-Assessment

- A reason my work is good is...
- A way to make my work even better is...
- I got this right.
- I used x resources to help me with my learning.
- This part worked well; I need to improve this part.