Part of the Minster Trust for Education

Marking and Feedback Policy

November 2023

Introduction

This policy aims to give all members of the school community clear guidance with regards to the rationale, principles, strategies and expectations of effective marking and feedback at Holy Trinity C of E Infant School.

Rationale

As a school we are committed to providing relevant and timely feedback to our pupils, both verbally and in writing. Marking intends to serve the purposes of valuing and celebrating pupils' learning, helping to identify areas for development, misconceptions, next steps, and evaluating how well the learning objective has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked. Our pupils should be actively involved in the process.

Aims

- Ensure that through high quality marking and feedback, pupils know what they are successful through praise and valuing their achievements, while identifying what their next steps are to help them make as much progress as possible.
- Promote a consistent approach to marking, assessment and feedback throughout the school in order to improve standards and not merely measure them.
- Guide staff to ensure that pupils are receiving high quality feedback consistently within all subjects.
- Use the marking system as a tool for formative ongoing assessment.

At Holy Trinity, through our vision and values, we identify that our school community is a safe place to make mistakes. Staff model to pupils how they learn and grow from their mistakes.

Principles of effective marking

Effective marking should:

- Be manageable for staff.
- Be positive, motivating, and constructive for children.
- Be at the child's level of comprehension.
- Not penalise children's attempts to expand their vocabulary.
- Be written in handwriting that is legible and a model for the child.
- Be frequent and regular, at least every third piece of work marked in detail and every piece evidenced as seen.
- Allow specific time for the children to read, reflect and respond to marking.

- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Involve children in the same process (whether verbal or written), to ensure equality across subjects and abilities.
- Provide information for the teacher on the success of the teaching.
- Relate to the learning objective/success criteria of the work set e.g. science should be marked mainly for the science content and not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the Marking & Feedback policy.
- Use the agreed Marking Code (see appendix 1).
- Positively affect the child's progress.

Effective marking and feedback strategies

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. The letters 'VF' should be used to acknowledge that verbal feedback has been given.

2. Written feedback

Quality feedback comments should be used across all subject areas to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning.

The emphasis when marking should be on both the success and areas for development against learning objectives and success criteria. A focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. Children in Year 2 will periodically respond to feedback or marking in blue pen in preparation for KS2, where more regular feedback may be expected.

Sticker or stamps may be utilised to give motivational messages to children's work if they are used in conjunction with information about what children need to do next and how they can get there, or ideas for extension in the case of pupils who have achieved the assessment focus. When used alone, phrases such as 'Good' are of little benefit to pupils. An identification of what is 'Good' needs to be included e.g., "Good use of finger spaces."

3. Success Criteria Checklist

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Monitoring of progress

It is the responsibility of every teacher to monitor the progress made by each individual pupil. Formative and summative assessment provides the evidence for this. Individual pieces of work will be assessed against explicit criteria so that pupils know how to improve. If this improvement does not take place, it is the responsibility of the teacher to intervene using suitable strategies e.g., consolidation, additional explanation, further modeling etc.

Monitoring of marking and feedback

Marking and feedback will be monitored termly by the Headteacher and will form part of our annual monitoring cycle.

Policy reviewed – November 2023

Next review due – November 2025

Appendix 1 – Holy Trinity Feedback and Marking Codes and Information

Code on children's work	What the code means
I	Independent work
S	Supported work
G	Group work
W	Whole Class
P	Paired work
VF	Verbal feedback given during lesson time
T→	Target/Next steps
SC	Self-correction (child has corrected their work without prompting or support
C	Child has corrected work after seeing a '.'
●	Correction for child to look at again. (Ensure that this is followed up and the child is able to do the correction)
D	Child has used their dictionary as an aid for spellings
〰️	Supported spelling
I think ☺☺☺ My teacher thinks ☺☺☺	Self – assessment and teacher assessment on most pieces of work. Pupil and teacher to circle their chosen coloured face in pencil.

- ☺ I feel confident in this ☺ I think I've got this ☺ I'd like some more help please
- Objectives/ success criteria on the children's work. Adult can mark against these by making a comment such as 'You've got this!'
- Statements can also be ticked in the appropriate colour – purple, green or orange.
- Always write a positive comment that praises effort and gives a reason. For example, Well done………on writing a sentence with a capital letter and full stop; I like the way you have worked out your number bonds strategically………….; A great effort………you tried very hard to use interesting words in your story.
- Use the child's name in your comments for example: Fantastic place value work John. You understood how to partition two-digit numbers.
- Write a target as and when appropriate.
- When you have written a target, make sure it is acknowledged on the children's next pieces of work. For example, Yes John! You have remembered your finger spaces today. Keep it up.
- Comment if any apparatus has been used to support/aid the child e.g. numicon, cubes, base 10, word mat, number line etc.
- Respond to marking: children respond to the comments by using a blue pen. They can edit their work and underline places where they think they have met the objectives at the top of the work.