

Marking and Feedback Policy



Title	Marking and Feedback Policy
Version	1.2
Date	February 2023
Author	Mrs J Swallow
Approved by Head of School	February 2023
Approved by governing body	
Next review date	February 2025

Modification history			
Version	Date	Description	Revision author
1.1	February 2021	Additional points added	Mrs J Swallow
1.2	February 2023	Additional points added following discussion with staff	Mrs N Shaw

Marking and Feedback Policy

Rationale

At St Andrew's Infant School, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms – oral, written, formal and informal--- and may be given on a group basis as well as an individual one. The nature of marking influences and encourages the child and gives her/him the confidence to take another learning step. Written feedback should be selective, targeted and use precise language; we must dedicate more than adequate time for students to act upon feedback; we must devote time to engage in dialogue with students to ensure they understand what they need to do to improve.

All pieces of work should be marked and the following should always be done:

- All work will be marked with at least one tick to acknowledge it has been read. Teacher's marking will relate to the learning objective (WALT) and the child's individual targets.
-
- Where a teacher gives **verbal feedback** and has a discussion with the child about their work, a verbal feedback stamp will be stamped on the child's work and feedback points will be bulleted briefly. Staff can also write VF with a brief summary of what was discussed.




- ***Finger spaces***
- ***a and c formation***

Handwriting yellow

- Marking should focus upon the learning objectives for the piece of work when it is **marked and targets target cards**. For example, WALT use connectives to join sentences – Well done, you have used but, and & so to join your sentences correctly! ☺
- Marking should pick out positive aspects of a piece of work; these will be highlighted in **green**. Marking that is highlighted could also make reference to previous pink marking.
- Marking will also highlight areas of weakness or strategies for improvement; these will be highlighted in **pink** and added to target cards.
- Where an adult has supported a child – a note in the margin will be made, 'S' in a circle.
- Where a child has produced a piece of work working with the teacher or teaching Assistant and has been guided throughout the work piece during the main part of the lesson (as a group) it will be stamped with:



- Each group should have adult impact in the form of guided work at least one session per week by the class teacher (i.e. the teacher will work with each group of children for English input one guided session each week and one session for maths input, ensuring quality first teaching).

- All other work in books will be assumed to be **totally** independent without any adult input.
- All learning will have a traffic light stamped on each page. Children will colour at the end of each lesson.
- **RED** means I did not understand.
- **AMBER** means I am not **sure support**.
- **GREEN** means I have fully understood and could do this again and have met  the WALT.
- We aim to correct a small number of words during a piece of writing when addressing spelling. The incorrect word should be underlined and written below the piece of writing in the margin for the child to write out 5 times correctly. Thereafter, every time that word appears (if incorrect) it will be highlighted in pink and written on their target card by the teacher.
- Children **must be** given time each week (this may be at the start of the next lesson) to reflect on the comments/spelling corrections/challenges left by the class teacher.
- In maths, there will be few corrections where a child has not achieved the lesson objective (WALT). Incorrect answers should be marked with a dot. Children should correct the answer after the dot.
- Children should be given reasonable opportunities to self-mark their work.
- To reduce teacher workload, any group or whole class work is added to the big book. An assessment sticker is then used to record who are working towards or exceeded the objective.
- In EYFS the WALT will be underlined in GREEN if the children have achieved the objective of the lesson.

Policy Review:

This policy should be reviewed every 2 years of the date it was written.