

Marking and Feedback Policy

Policy Date: January 2017

Policy Approved	signed.....	date.....
Policy Approved	signed.....	date.....
Policy Approved	signed.....	date.....
Policy Approved	signed.....	date.....
Policy Approved	signed.....	date.....

Cavendish Close Infant and Nursery School

Marking and Feedback Policy

Aims

At Cavendish Close Infant and Nursery School we will ensure that all children have their work marked in such a way that it will:

- lead to improvements in their learning,
- develop their self-confidence and self-esteem,
- develop their independence and
- provide opportunities for self and peer assessment.

Guidelines and Principles

The following procedures for marking children's work will be implemented by all staff:

- Marking is in green pen.
- Children's responses to marking should be in blue pen.
- Constructive oral comments are the main form of communication and feedback on learning.
- All pupils' work will be marked / acknowledged by a member of staff by the next lesson.
- For all activities learning objectives (WALT) and success criteria (WILF) are made clear and quality is clearly demonstrated and modelled to all children. Marking and feedback is then specifically focused on these, i.e. **in a piece of science work, focus feedback on the science, not the English content.**
- Marking identifies **key strengths and areas for development** in relation to learning objectives and success criteria
- Marking **identifies corrections and provides clear developmental prompts** to facilitate future progress.
- Language used in marking is **positive, clear, unambiguous and appropriate** to children's own language skills.
- Feedback is given to the **whole class, groups and individuals** following marking.
- Where appropriate, marking and feedback will provide opportunities for children **to self and/or peer evaluate learning**, identifying strengths and areas for development against success criteria.
- Marking informs future planning, organisation and provision.
- There will be at least:
 - one piece of English and maths work each week;
 - one science investigation each half term;
 - two pieces of thematic learning each theme;that will be marked using feedback grids, next steps tasks with a planned opportunity for children to respond where appropriate.
- These must be marked by the class teacher.
- Other pieces of work should still be marked using next steps and success codes.
- Children will have the school's marking procedures clearly and appropriately explained.
- Marking criteria and codes should be readily available to children so that they understand the meaning of the marks/markings they receive (see Marking and Feedback Codes below).
- The Marking and Feedback policy will be on the website for parents information
- Teachers should comment on whether the work was done Independently, Supported or Supported + by an adult using the appropriate code if the situation was different from what was expected.
- All work in 11th Day books must be marked using marking codes and assessment judgements rather than indicating 'next steps'
- Year 2 children will begin to develop Peer assessments using blue pens as directed by the class teachers. These will take place once per week, as will self assessments

Marking and Feedback Codes

✓ Correct

• Incorrect

★ Good effort

➔ Next steps

VF Verbal feedback given

I Independently completed

S Some support given from an adult to complete the work

S+ Higher level of adult support needed to complete the work

Literacy Specific Codes

C Capital letters

FS Finger Spaces

P Punctuation

Ph Phonics

H Handwriting

CE Common Exceptions

Marking and Feedback Grids and Next Steps



The following grid should be used regularly to share learning objectives and success criteria with children, to provide specific feedback from the teacher and to support self and peer assessment as and when appropriate. Assessments made against the success criteria.

Next steps tasks should then be given to correct, revisit, consolidate, develop or extend children's learning dependent upon the outcomes of the marking and assessments.

Literacy based

Learning Objective (WALT)		
Success Criteria WILF	self	teacher
1.		
2.		
3.		
4.		
5.		

Maths Based (Rec and Year 1)

Learning Objective (WALT)										
How did I do										
 										
1	2	3	4	5	6	7	8	9	10	

Maths based (Year 2)

Learning Objective (WALT)		
How did I do		
	Self	Teacher
Mastery Level: I understand it well, and could teach it to someone else.		
Confident Level: I can mostly do it by myself, but sometimes I get stuck		
Apprentice Level: I'm starting to get it, but I still need someone to help me through it.		

Monitoring and Evaluation

As part of the school's on-going monitoring and evaluation of learning, work samples will be used to monitor the consistency and impact of this policy.

Non-Negotiable elements.

- All work in the children's books must have a title and date. (short date will do)
- All work must have been acknowledged by an adult.
- The detailed marking set out above must be done by the class teacher.
- Detailed marking must be completed before the next time the children work on that subject.
- Work done in the 11th Day books must have an assessment judgement rather than next steps.

Year 2 Peer Assessments

In year 2 children will be taught how to complete peer assessments as well as self assessments of work. Peer assessments will be done once a week.

The children will be taught how to write a constructive judgement about the piece of work they are assessing.

e.g You used adjectives today.

Your handwriting is neat

You have remembered to use capital letters and full stops.
