

Church Aston Infant School



Marking and Feedback Policy

September 2019

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Aims

The intention of this policy is to give clear guidance for teachers, children, parents and governors on the marking and feedback procedures used in Church Aston Infant School.

'Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

Assessment of children's work should be a two way experience, with children having opportunities to self-assess their learning and receive meaningful feedback from their teachers to enable them to develop their learning further.

Marking should allow the teacher to assess clearly how well a child has achieved and should provide opportunities to feedback to children on how they can make the next step.' (Ofsted)

Principles

Marking is the annotating of a piece of written work, using words, symbols and grades. It is usually in a written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at, but 'in depth feedback' is given when appropriate. Less detailed marking is often supported by oral feedback.

Feedback may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention/objective(s), and the next steps necessary to improve the work.

Marking and feedback should;

- Give children opportunities to become aware of and reflect on their learning needs.
- Be seen by children as positive in improving their learning.
- Take an approach where the child's progress is based on the previous attainment, within the context of marking towards the learning objective.
- Be carried out quickly and where possible alongside the child so it has a greater impact.
- Be manageable for teachers.
- Relate to the learning objective and success criteria, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give recognition and appropriate praise for achievement.
- Take account of individual ability and effort.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be consistent throughout the school and use the codes identified in **Appendix A**
- Staff will use a green pen to ensure marking and feedback is clearly indicated.

- Encourage and teach children to self-mark wherever possible.

Strategies

- **Summative feedback/marking**

This usually consists of ticks or dots and is associated with closed tasks e.g. spellings and number calculations.

- **Formative feedback /marking**

Teachers need to decide whether work will be simply acknowledged or given detailed attention. Formative feedback happens throughout the lesson or activity. It gives the learner the opportunity to improve as the lesson goes on and the teacher opportunity to adapt their teaching to address misunderstandings. In formative assessment the children are actively engaged in their learning, making decisions and thinking reflectively. **Appendix B** indicates which type of feedback is necessary dependent on how the task set has been accomplished.

- **Oral feedback**

Comments to children should focus firstly on issues about learning objectives and success criteria, then secondly about general progress and the next steps for the children.

- **Diagnostic description- next steps**

During the week specific pieces of work are responded to in more detail to assess where children are in their learning and identify next steps. These are used to inform assessment and teacher's planning.

- **Challenge Task**

When a child is successful in their given task it is important that they have the opportunity to extend their learning and the teacher has the opportunity to explore the depth of their understanding. See the Convince Me / What if? in **Appendix C**

- **Self-marking**

Sometimes pupils self-evaluate their own work by identifying their successes and areas for improvement.

- **Peer marking**

Sometimes children may be asked to mark their work in pairs to engender discussion about the work. Children may also be asked to highlight specific success criteria in the work. In these circumstances the friends identify themselves by writing their name.

- **Close the gap marking**

Clear success criteria support the adult and child in knowing how to meet the learning objective. The emphasis in marking should be on both success and improvement needs, against the learning objective and success criteria. Focussed comments should support the child in 'closing the gap' between what they have achieved and what they could have achieved. This comment should be direct and elicit a response from the child. It may be to help a child put right inefficient methods whether their answers are correct or not. It will generally involve more teaching or input.

Useful 'closing the gap' comments or improvement prompts are indicated in **Appendix D**.

- **Dedicated Improvement, Reflection Time and Next Steps**

The teacher needs to plan in time for the children to respond to the comments made. This can be timetabled on a regular basis, outside the lesson, within the lesson or planned in as an edit and improve lesson. In an edit and improve lesson it is best to ask the children to focus in on a section of their work rather than the whole piece of work. Focus is given to what the next steps in their learning might be.

Appendix A

Symbols	C I	child Initiated
	I	independent work
	G	work has been guided by an adult
	TA	marked by Teaching Assistant
	S A	self-assessed
	P	peer-assessed and peer is named
	•	indicates a correction that can be put right independently
	✓	indicates a good example
	?	I am not sure about this answer
	S C	self corrected

What if? Stamp Used to indicate deeper learning by the child either initiated by the child or directed by the adult

Highlighted words: indicate positive aspects in written work e.g. punctuation, adjectives, sentence openers

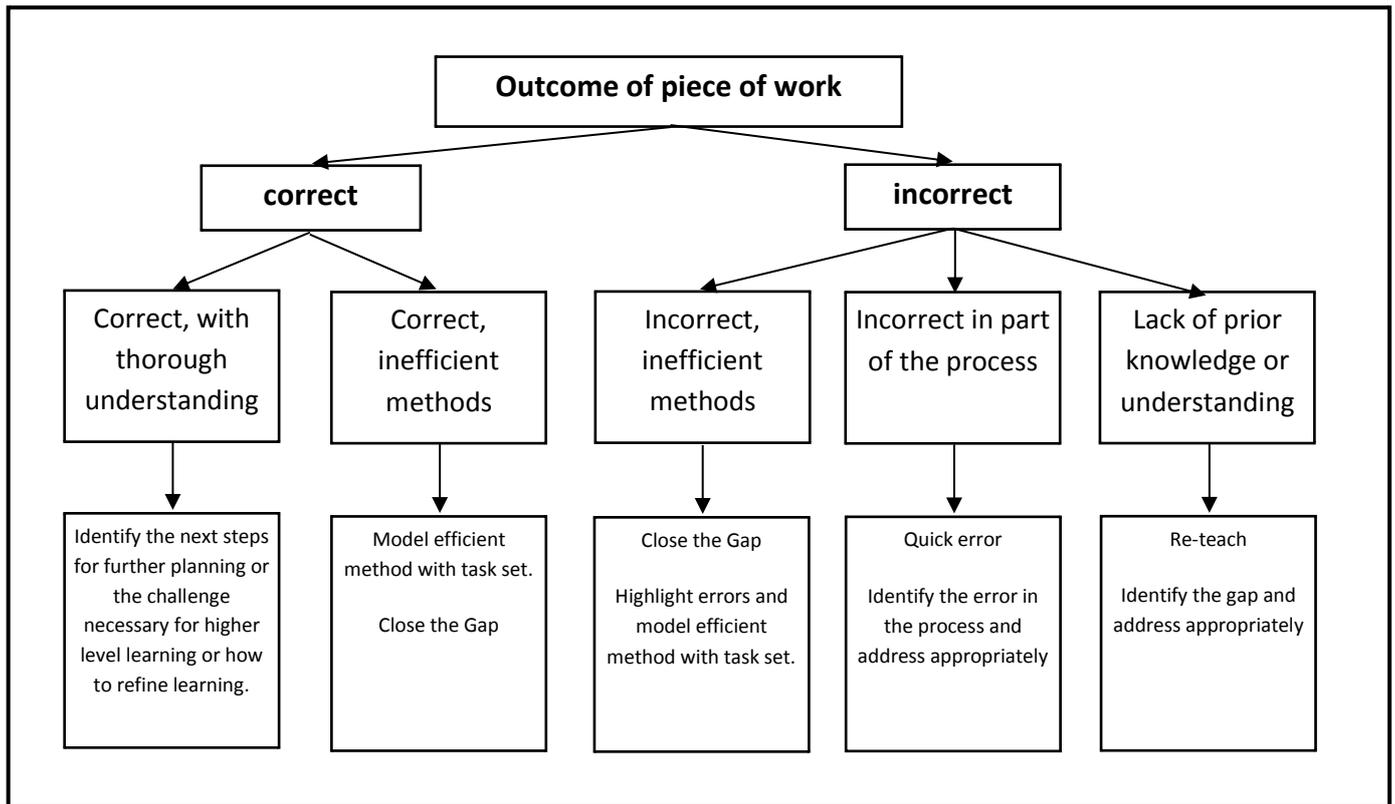
Spellings: These may be identified at the end of the piece of work to be learnt. They should be limited to words the child should know and the number of spellings identified should be limited to 3.

Stickers: These are used to celebrate achievement and to identify on the personal target card when a target has been met.

Team Tokens: To celebrate achievement, progress or effort.

Highlighted success criteria: indicates success criteria that have been achieved

Appendix B - Effective and Appropriate Feedback



Appendix C - Effective Questioning for Number and Calculation (Kate Burton)

	Convince me What if?	Show me
EYFS	<p>Tell me about the (object) you've used</p> <p>Why did you choose that (object)?</p> <p>Let's look at ... (objects) too. What can you tell me about his / her (objects)?</p> <p>How many do you have altogether? How do you know?</p> <p>What if we had more?</p> <p>What if something was different?</p> <p>What if you had another one the same?</p> <p>Can you put them in some other order?</p>	<p>Can you write / draw/ put on the paper the number that you have?</p> <p>What would you like to take a photo of?</p> <p>What would we have to do to make sure you have the same number of (objects) as?</p> <p>Is there a better way of doing this?</p> <p>Do you think we have the right number yet?</p>
Year 1	<p>Convince me that $7 + 2 = 9$</p> <p>Convince me that if I buy 3 balloons that cost 1p each and 4 lollies that cost 1p each that I will have spent 7p</p> <p>What if I spent 8p?</p>	<p>Show me which pots have enough apples for 6 children.</p> <p>Show me (find / write) the same number that is the same as e.g. spots on my dice, my fingers, this group of objects.</p>
Year 1	<p>Convince me that I can't sort 13 toys into groups of 2</p> <p>Convince me that 20 is less than 27</p> <p>Convince me that half of 20 sweets is more than half of 10 sweets</p> <p>Convince me that 10 take away 4 is not 5</p> <p>Convince me that $34p + 58p = 92p$</p>	<p>Show me a number that has more/less tens/units than this number.</p> <p>Show me on arrow cards the number represented by this bead string / abacus</p> <p>Show me an addition with the answer of 20, now show me a number sentence with the inverse operation.</p> <p>Show me an addition / subtraction number fact with the answer of 8</p>

	<p>What if I had 58p +34p would it still be 92p?</p> <p>Convince me that you need to use addition / subtraction to solve this problem</p>	
Year 2	<p>Convince me that 490 is 0 when rounded to the nearest 1000</p> <p>Convince me that -9 is smaller than -4</p> <p>Convince me that</p> <ul style="list-style-type: none"> - a half is bigger than a quarter - a half is the same as two quarters <p>Convince me that 6.2 is halfway between 5.9 and 6.5</p> <p>? ÷ 4 = 23. Convince me that ? is 92</p> <p>Convince me that $91 - 74 = 17$</p> <p>Convince me that $191 - 174 = 17$</p> <p>Convince me that $119 - 13 = 106$</p>	<p>Show me a number smaller than 1, and another, and another ...</p> <p>Show me an example of when you would need to use negative numbers</p> <p>Show me half of (these items), a third of, a quarter of, ...</p> <p>Show me a number ;</p> <ul style="list-style-type: none"> - between 0.4 and 0.9, and another, - smaller than 1, and another, and another,... <p>Show me 2 two digit numbers with the sum of 73</p> <p>Show me 2 three digit numbers with a sum of 473</p> <p>Show me an example of a number when you divide by 5 gives a remainder of 1</p>

	<p>Convince me that $116 + 104 = 220$</p> <p>Convince me that the number '___' is in this sequence</p> <p>What if it was an odd number what could it be?</p>	<p>Show me an example of a number sequence;</p> <ul style="list-style-type: none">- with an increasing pattern- with a decreasing pattern <p>Show me two numbers that total 100.</p> <p>Show me a number problem that can be solved using your solution.</p>
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Appendix D - Improvement Prompts

Taken from 'Enriching Feedback in the Primary Classroom' Shirley Clarke

Range of prompts	Learning Intention	Extract from child's writing	Reminder prompt	Scaffolded prompt	Example prompt
Why?....(justifying a statement)	To write a letter giving reasons for things you say.	'It was dismal.'	Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: <ul style="list-style-type: none"> • It was dismal because I was bored all the time. • I found it dismal only having my granddad to talk to.
How did you /s/he feel?	To retell a story showing people's feelings.	'Nobody believed him.'	Say how you think this made him feel.	How do you think Darryl felt not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> • Angry that people did not trust him. • Annoyed with himself for lying in the past. Your own ideas.
Add something	To use effective adjectives and adverbs in an account.	'Jason was trying to distract him, but the dragon was too strong.'	Use more adverbs and adjectives here.	Let's use some adverbs to describe how they fought. Fill in the words: Jason tried ___ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____into the dragon's nearest side.	Improve the fight by using one of these or your own: <ul style="list-style-type: none"> • The dragon's tail lashed viciously, cutting Jason's flesh. • Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.

Range of prompts cont.	Learning Intention cont.	Extract from child's writing cont.	Reminder prompt cont.	Scaffolded prompt cont.	Example prompt cont.
<i>Tell us more</i>	To introduce a character in a story opening.	<i>'James went to school.'</i>	Could you describe James?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a	Describe James's character. Perhaps: <ul style="list-style-type: none"> • James was a kind, likeable boy with a great sense of humour. for instance • James was often excitable and noisy but would be quiet and serious when he was working.
<i>What happens next?</i>	To write a middle and end from a given start.	<i>'At last the merman saw the mermaid.'</i>	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: <ul style="list-style-type: none"> • 'I love you' said the merman. The mermaid took his hand and they swam away. • The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.