



Goldfield Infants' and Nursery School

Marking and Feedback Policy

Committee	Learning Matters
Next Review	Autumn 2019
Duration	2 years
Approved FGB	Summer 2017



FEEDBACK & MARKING POLICY

'The most powerful single moderator that enhances achievement is feedback'
(Hattie 1992)

'Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback they give.'
(Shirley Clarke, Assessment Reform Group, 2002)

Introduction

At Goldfield we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Goldfield achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning

1. **Explicit Learning objectives (Focusing on New Learning)**
2. **Success Criteria**
3. **Questioning**
4. **Feedback**
5. **Marking**
6. **Adjusting teaching to take account of results**

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the new learning objectives for the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.

The learning objectives will focus on 'learning' not 'activities'.

Helpful learning objectives include - to know, to be able to, to identify, to understand.

2. Success Criteria

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results.

Feedback against the criteria focuses the children on valuable reflection that leads to progression and reduces the discouragement that can come with 'over marking'.

In the Nursery and Reception Classes 'Top Tips' form the success criteria for activities and routines e.g Top Tips for listening/painting/circle times/getting ready to go outside. These guide children through independent tasks enabling them to reflect on their success from entry to the Nursery. Teachers give verbal feedback and guidance and often use photographs to reflect attainment and provide a talking point for identifying 'next steps'.

3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including **prompting, promoting and probing** questions, are recorded in teacher's medium or short term planning. **Wait or 'thinking' time is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of **'learning partners'** where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. Feedback that comments on the work rather than the child is more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
- Emphasise the learner's progress and achievement rather than failure.

Self-assessment

We will encourage pupils where possible to self-assess their work. This can be by using pink ('tickled pink') and green (green for growth') highlighting pens in their books or 'Ryan's reflective checklists', or puppets and actions in the Early Years.

Purple polish

As children progress through the school they learn to edit and improve their sentences using "polishing". This may be with a coloured pencil in Year One or a purple pencil or pen in Year Two.

Peer assessment

Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

5. Developmental Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment –including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of **'how'** and **'what'** they are learning and what they need to do to make further progress. A **"W"** (wish) symbol indicates a request to revisit and reflect on an aspect of their writing.

Presentation

- All work is to be dated.
- Title to be the learning objective (eg Year One 'We are learning to ...')
- Children are not to use rubbers but the teacher can do so at their discretion.
- Mathematics – when an answer is incorrect a square should be drawn when revisiting a subject. In children's books the incorrect part of the answer should be underlined and a dot not a cross drawn.
- Reversal of numbers: If the answer is correct then tick and model the correct formation of the number at the side.



BUILDING LEARNING POWER (BLP)

BLP strategies for marking and feedback

The BLP superhero characters are used across the Foundation Stage and Key Stage One to support the children's developing skills in reflection and self-evaluation; as well as the following strategies to provide a comprehensive and cohesive approach to marking and feedback.

- ✚ On-going class marking and feedback for both maths and English is recorded in **blue pen**
- ✚ Verbal feedback is marked with a speech bubble  that includes a symbol (e.g  finger space, full stop) or simple comment recorded within the speech bubble
- ✚ Ryan's reflective checklists are used for self-marking and evaluation. These are linked to the learning objective, success criteria and are set for challenge
 - ✚ Final constructive/developmental comments in **green pen**
 - ✚ Children respond to verbal and written marking.
 - ✚ Symbols e.g finger space and star marks are used in Year One
- ✚ Peer marking takes place eg. during handwriting sessions in Year One. It is given verbally for children to reflect on and used as a tool to build up evaluation skills.
- ✚ A 'W' (a **wish**) is used across KS1 to show next steps ('next step' vocabulary or symbols are used alongside)
- ✚ Target stickers in writing books show when a target has been met, children also celebrate during a 'Target Tuesday Assembly' taking their books into Assembly to share their new target.
- ✚ Books have on-going comments in **blue pen** objective marking (highlighted by teacher or child) in **tickled pink** or **green for growth**
- ✚ Children are involved in **tickled pink** and **green for growth** self-marking across KS1. This happens verbally with the aid of puppets and stamps in the Foundation Stage
- ✚ In Key Stage One learning objectives are ticked if they have been met or followed by a squiggle if they require further learning in a green pen.
 - ✚ In Reception a stamp indicates if a piece of work is adult assisted or independent.
 - ✚ In Reception during the summer term a "punctuation man" is introduced to some children to introduce reflecting on and checking the constituents of a careful sentence.
- ✚ In Reception, during the summer term **green and pink** star stamps are introduced, the children and put a stamp next to something they are 'tickled' with and something that they could improve. In the Nursery stickers of our four superheroes can be used to self-assess within the Learning Journals.
- ✚ Learning partners are changed each week, they offer each other peer feedback and support during specific activities.

6. Adjusting teaching to take account of results

The results of assessment, along with next steps taken from planning inform teaching. Lessons are evaluated and learning comes from the children taking into account the progress made. Learning trees in each class ensure that topic learning moves knowledge forward, by assessing what the class already knows and wants to learn. Working walls provide an opportunity for drafting and looking at the learning process as well as the finished piece.

Success Criteria

Success criteria are shared and created with the children in an age appropriate manner. The marking and feedback can then be focused against these criteria and remain manageable and measurable for the child. In the Nursery and Reception this is usually verbal and is used for practical small group learning activities to offer challenge and establish 'next steps'.

Individual Targets

Teachers consider each child's individual targets when marking and monitor progress towards these. In Key Stage One targets are recorded at the front of each English book. When there is a record of three pieces of work that reflects the consistent attainment of a target the child celebrates at a target assembly.

Special Needs

Each child is seen as an individual and the curriculum is tailored to meet their needs. It may be appropriate to amend the above strategies to make them meaningful to the child and their individualised curriculum. Close partnership between the staff team and parents supports this process.

Parental Partnership

This policy is available on the website and it's contents are shared during 'New to Year Group' meetings, the Parent Partner course in Year One and curriculum workshops. An understanding of the schools approach to marking and feedback is central to working in partnership to help each child reach their potential.

