

# Watford Field Infant School and Nursery

## Marking and Feedback Policy

April 2013

### Importance of providing feedback:

Effective marking can: *'Provide clear feedback to children about strengths and weakness in their work; recognise, encourage and reward children's effort and progress.'*<sup>1</sup>.

### Marking and feedback at Watford Field Infant School and Nursery should:

- Value children's effort, build self esteem and confidence
- Where appropriate, contain constructive comments to enable a child to see where they have made mistakes, or how to improve their work in future
- Identify children who have not understood the task, or need additional input, as well as those who need challenging further
- In the EYFS, many of the above points are carried out verbally during observations of Child Initiated Learning

### Implementation

#### Marking

- Marking should focus on the Learning Objective and the Success Criteria for that lesson
- When, and where appropriate, work can be marked with the child by the appropriate adult and discussed
- Marking should be undertaken by all adults working with the children
- Time should be allocated for children to look back at the last marking comment, read it and act on what it says
- Marking can reflect group or individual targets
- Marking should inform the 'Next Step' in the child's learning
- Marking should Inform teachers' future planning
- In the EYFS, during Adult Directed Tasks teachers use the School Marking Policy; during CIL, children's achievements and possible next steps are recorded as observational notes

<sup>1</sup>. Shirley Clarke; 'Targeting Assessment in the Primary Classroom' Hodder & Stoughton 1998

## **'Stars and wishes'**

- Extended writing: when marking, highlight in green three positive aspects of the work (in relation to the learning objective / success criteria, followed by a 'Next Step' comment when appropriate
- Focussed marking should be undertaken with X2 literacy groups per week

## **Feedback - 'Closing the gap'**

- Feedback is at its most effective when the pupils have the opportunity to make improvements. Children must be given the time to work on, or revisit their 'Next Step' comments.
- Feedback should also include future targets (Next Steps)
- Feedback can be done as a discussion with individuals or groups
- Feedback should identify where the child has been successful and one area where they could improve against the learning intention
- Feedback can also be in the form of questions that move the child's thinking forward
- In the EYFS oral feedback is constantly given to the child throughout their CIL or ADT

## **Examples of close the gap / next step statements**

### A reminder prompt

- Most suitable for brighter children, this simply reminds the child of what could be improved. Most children need more support than a reminder prompt

### A scaffold prompt

- Most suitable for children who need more structure than a simple reminder, this prompt provides some support

### An example prompt

- Extremely successful with all children, but especially with average or below average children. This prompt gives the child a choice of actual words or phrases.

## **Additional strategies**

- **Oral Feedback:** comments should focus on specific, positive aspects of the work linked to the learning intention. Staff should recognise effort as well as quality of work.
- **Secretarial Features:** spelling, punctuation, handwriting should not be asked for in every piece of narrative work

<sup>1</sup> Shirley Clarke; 'Targeting Assessment in the Primary Classroom' Hodder & Stoughton 1998

## Self Assessment

At the end of every Literacy and Numeracy session, the children will be asked to self assess their own work against the learning objective and success criteria for that lesson using the 'Traffic Light' system.

**Green** – I completed this without any problems; success criteria achieved

**Yellow** – I found this tricky, but I managed it

**Red** – I found this hard, I need more practise

• In the EYFS Self Assessment is carried out using:

**Thumbs up** – I completed this without any problems; success criteria achieved

**Thumbs in the middle** – I found this tricky, but I managed it

**Thumbs down** – I found this hard, I need more practise

## Marking Key

By using a consistent approach to marking and feedback across the school we aim to: involve the children in their learning; provide focussed steps for progression, and encourage the children to be self-evaluative learners.

In order to achieve this we will:

- Print the 'Learning Objective' for every lesson on a sticky label, to be stuck in each child's book / piece of work / Learning Journal
- Level of support will be noted: eg. 1:1, adult support, independent, group work or guided work
- Mark using a suitable pen (not red)
- Relevant teacher comment at the bottom of the page if necessary
- A maximum of 3 spelling corrections per activity
- Date work
- Initialled by adult working with group
- Next step comment – when/where appropriate. Will be signed /√/ when completed
- Time will be allocated for children to complete next step work. Adult will be available to comment
- A copy of the marking key should be stuck in the front of all Literacy and Numeracy books; an enlarged copy is to be displayed in each classroom

<sup>1</sup> Shirley Clarke; 'Targeting Assessment in the Primary Classroom' Hodder & Stoughton 1998

## Marking and Feedback Key

1:1	1:1 work
W/S	with adult support (help for individual child)
(ind)	independent work
G/W	guided work e.g. guided writing
1:6	ratio of adult to group
●	incorrect (if you have time, go back and think carefully)
★	Learning objective achieved
△	Learning objective to be revisited
⊙	Learning objective not met
⊙ Sp	Spelling

Review Date: September 2013