

Watford Field School

Infant & Nursery



*Being Kind, Confident Minds,
Ready for Life Long Learning*

Marking and Feedback Policy

November 2024

Next Review Date: November 2026

Introduction

At Watford Field School Infant and Nursery we believe that feedback is an integral part of the learning process and must be purposeful and embedded into each lesson. This includes the important element of marking. The key purpose of marking and feedback is to support the child in their learning. Clear feedback should empower children to identify their own strengths and areas for development and in turn, create independent, self-motivated learners who have ownership over their learning. Research shows that feedback given closest to the point of teaching and learning has a greater impact on pupil achievement (Dylan Williams, 2018). Children benefit from in the moment verbal feedback and the opportunity to discuss their learning with their peers and their teacher. Responsive teaching will enable teachers to adapt and reshape learning opportunities.

The Education Endowment Foundation research shows that in order for feedback to be effective the following recommendations should be implemented:

- Lay the foundations for effective feedback
- Deliver appropriately timed feedback that focuses on moving learning forward
- Plan for how pupils will receive and use feedback
- Carefully consider how to use purposeful, and time-efficient, written feedback
- Carefully consider how to use purposeful verbal feedback

Marking and Feedback

The sole focus of marking and feedback should be to further children's learning. Research has shown that immediate feedback has the greatest impact and as such feedback delivered in lessons is more effective than comments provided at a later date. Due to the age of our children the majority of feedback given will be verbal. Feedback is provided to children as part of the assessment process in the classroom, and takes different forms other than written comments. Feedback is part of the school's wider assessment process, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

Feedback should:

- Be delivered within the lesson where possible
- Inform future planning and provide learning opportunities
- Be clear and meaningful to the individual child
- Celebrate success
- Motivate the child
- Reflect the lesson objectives and/or a child's targets
- Be given verbally at any opportunity or written where appropriate
- Enable the child to reflect on their work, respond and improve
- Inform assessment and future planning
- A range of feedback prompts maybe used to help support children with their learning, this may include a reminder prompt, a scaffold prompt or a challenge prompt.

Marking and feedback in the EYFS may be in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion.

Appropriate methods for marking and feedback in EYFS are:

- Regular praise and encouragement to celebrate the children's achievement
- Adults talking to children individually or as a small group about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning.
- Annotation of photographs
- Written/digital observations
- Written feedback in books
- Sharing of their learning journal with staff, parents and children

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. The learning objective and outcomes for each session must be shared with the children. All marking must relate to these in order to inform the child about their successes

In order to achieve this we will:





- Mark using a suitable pen black or blue
- All adult's marking should be written using a legible and neat handwriting style following the schools handwriting policy and presentation guidelines

Relevant teacher comment at the bottom of the page if necessary

- A maximum of 3 spelling corrections per activity
- If the work is not marked by the class teacher then it should be initialled by the adult who has worked with the group. Supply teachers will initial the work supply.
- A copy of the marking key should displayed in each classroom
- Keywords for Science and Foundation subjects will be corrected

The following codes will be used:

Watford Field School Infant and Nursery Marking and Feedback Symbols

Symbol	What does it mean.....	Symbol	What does it mean.....
Ind	Independent work	VF	Verbal feedback has been given. To be used in the moment for correcting misconceptions
WS	With support (intervention)		Meeting the success criteria/objective
GW	Guided work (we do/innovation)		Even better if...
S	Scaffold		Peer Marking (Year 2 only, Spring and Summer term)
CIL	Child Initiated learning		Purple polishing pen for self-editing
PS	Partner support	ST	Supply Teacher
Green Pen	Child's voice		

Learning Objective Sticker

The learning objective sticker will detail the level of support the child has received and if the learning objective has been achieved.

The teacher will highlight a pink dash next to the learning objective if it has been achieved. Also the level of support will be indicated.

Success Criteria

A separate sticker will be used to detail the success criteria when appropriate. A checklist will be used to help support children's written work when appropriate. This could be to support particular vocabulary, grammar or letter and number formation.

Peer and Self-Assessment

Children will be encouraged to take ownership of their learning and will be given opportunities to reflect on their own work and the work of their peers. In order to do this effectively the following must be implemented:

- Teachers will share a clear learning objective
- Teachers will share a clear success criteria so children know what they need to do in order to be successful in their learning
- Children will be encourage to spot their own mistakes during an oral feedback moments with teaching staff or a peer
- Teachers will aim for 'in the moment or a close to the moment' oral feedback or plan to give feedback to help the children move their learning on

Purple Polishing Pen

During their time in Reception, the use of Purple Polishing Pen's for editing written work will be introduced and modelled. When a child is ready they will be supported by an adult to use a Purple Polishing Pen to help edit their written work. In Key Stage One the children will continue to use Purple Polishing pens with increased independence as part of the editing process.

Feedback

EYFS

Observations in the EYFS are used to identify Next Steps and 'What Next' actions to support children's individual learning. The feeding forward evaluation within weekly planning will be used to inform first quality teaching and further learning opportunities. Practitioners will identify additional support that children may require and use targeted group interventions or SSP's to address these.

The majority of feedback given to children within the Early Years will be instant and verbal and children will be supported to improve their work.

Key Stage 1

Within Year 1 and Year 2, mistakes will be underlined using a green highlighter pen so that the child knows which correction they will need to make using their 'purple polishing pen'. Children will be encouraged in identifying their own mistakes and edit their work independently by the end of Key Stage 1.

Review Policy

By adopting this policy it will ensure a consistent approach to marking and feedback is used by all staff so that each child knows what they have achieved and how they can further improve their learning.

This policy will be monitored and reviewed regularly to ensure that it supports children's learning and that it is manageable for all staff.