

Watford Field School Infant & Nursery



Nurturing all to aspire to achieve

Marking and Feedback Policy May 2021

Date	May 2021
Review period	2 years
Next date of review	May 2023

Marking and Feedback Policy

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. 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. Children benefit from verbal feedback and the opportunity to discuss their learning with their peers and their teacher. Feedback will enable teachers to adapt and reshape learning opportunities.

The purpose of this policy is to establish a consistent approach so that each child knows what they have achieved and how they can further improve their learning.

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 may be 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 observations
- Written feedback in books
- Sharing of their learning journal with staff and parents

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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

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		Learning objective achieved
WS	With support	✓	Correct
GW	Guided work		Check the mistake
S	Scaffold		Success
PS	Peer Support		Area for development
CIL or ADT	Child Initiated learning or Adult Directed Task	😊	Great effort
VF	Verbal Feedback		Next step or What next?
VP	Verbal prompt		

Correcting mistakes

EYFS

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. During the Summer Term in Reception, the use of Purple Polishing Pen's will be modelled to all children. When a child is ready they will be supported by an adult to use a Purple Polishing Pen to edit their written work.

Key Stage 1

Within Year 1, 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'.

Within Year 2, a scaffold approach will be used each term to support the children in identifying their own mistakes and edit their work independently by the end of the academic year.

Autumn Term 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'.

Spring Term: A green dash using the highlighter pen will be at the beginning of the line. This will indicate that there is a mistake that the children have to find and correct for themselves using a 'purple polishing pen'.

Summer Term: A green dash using the highlighter pen will be used next to the LO sticker / at the top of the work to show the child that they need to read through their work to identify and edit their work independently.

In Depth Marking

In depth marking will be carried out on monthly writing tasks, planned independent writing including cross curricular work and maths word problems including written calculation (year 2 only). A focus for these tasks will have been chosen by the teacher and shared with the children. A pink highlighter pen will be used to underline where the child has demonstrated this focus within their work. An orange highlighter pen will be used to underline one area for development that will form the child's target.

Targets

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.

KS1

All children within Key Stage 1 will have individual writing targets which are set for each child following their monthly writing task. This target is to be applied to all areas of writing across the curriculum and will be reviewed when the child has been able to apply this. Individual targets for maths and science will also be set for each child. A copy of each child's individual writing, maths and science targets will be stuck in the front of their books and reviewed regularly. Teachers will identify additional support that children may require and use targeted group interventions or SSP's to address these.

Self-Assessment

As part of Assessment for Learning (AfL), children will be asked to self-evaluate their work for each lesson in relation to the Learning Objective by using a 'smiley face' system:

☺ A mouth with a smile indicates: I understand this work and feel confident.

☹ A mouth with a straight line indicates: I am beginning to understand the work but I need more practise or help.

The child will record their symbol next to the learning objective.

In the EYFS Self-Assessment is carried out using a variety of non-verbal gestures, e.g. thumbs up, thumbs down, stand up etc and through verbal interactions with the children.

Review

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.