Policy on Marking and Feedback

Farnborough Road Infant School

Policy on Marking and Feedback
“Learning, Caring and Achieving Together”

Introduction
At Farnborough Road Infant School, we understand the importance of marking work, giving feedback on it and giving ‘fix-it time’. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process, which takes children forward in their learning.

Rationale
- The main objective of marking and feedback is not to find fault, but to help children learn to boost the pupils’ self-esteem, and raise aspirations, through use of praise and encouragement. Errors are opportunities to learn. Fix-it time correcting errors = learning time.

Aims and objectives
We mark children's work and offer feedback in order to:
- Promote learning, progress and offer challenge.
- Give praise, give guidance and challenge
- Involve children in assessing how well they are doing and engaging them in determining their next steps for learning.
- Offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- Show that we value the children's work, and encourage them to value it too;
- Promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- Share expectations;
- Gauge the children's understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment;
- Provide the ongoing assessment that informs future teaching and learning.
- To identify children with additional needs including those with SEN those more able and with talents.
- To identify Quality First Strategies and Resources

Principles of marking and feedback
We believe that the following principles should underpin all marking and feedback:
- It does not have to be at the end of the lesson or task.
- It can support, consolidate, intervene to accelerate and challenge.
- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should relate to the lesson objective and the child’s own personal learning targets and next steps.
- The child should be able to understand and respond to the feedback made, and be given time to do so. Note verbal marking as VC (verbal Conferencing) in books.
- Teachers should aim to promote older children's self-assessment
- The younger the child, the more important it is that the feedback is verbal and immediate.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
Feedback will help a child to identify their key priorities for improvement and celebrate their successes.

- Teachers will note errors, misconceptions that are made by many children and use them to inform future planning.
- Children should be encouraged to read back and assess their work and older children should be encouraged to edit work if appropriate after reflecting on their targets and the success criteria for achieving targets/learning objectives. This helps children to self-reflect at each step of the learning process.
- Children’s work can be shared with parents, carers and governors to celebrate successes and raise standards

**Guidelines for teachers and adults working with children.**

1. Teachers should use their judgement taking into account the individual learning needs and ability of the child in the correction of spellings and handwriting.
2. Children and teacher can use insertions to add missing words.
3. If work is unacceptable, tell the child why and how they can improve this.
4. Marking may involve just a tick, sticker or a smiley face which says I have seen your work.
5. (sp) means some ‘spellings’ were given.
6. (HW) means the activity was ‘handwriting’.
7. (I) means independent work.
8. (C) means work is ‘copied’, either from a card, sheet, whiteboard etc.
9. (WH) means the child has completed work ‘with help’.
10. (1:1) one to one support.
11. (VC) Verbal Conference was given as feedback
12. (GW) means the work in guided

All staff have laminated marking reminder in view in the classroom. Supply staff to be issued with reminder by Office Staff.

**Mathematics**

In addition to the above :

1. Teachers mark correct work with a tick and incorrect work with a cross.
2. All children correct work and it is marked with a tick and a ‘c’ to show it is a correction.
3. Number reversals are identified and fixed by the child. Calculations containing reversals to be ticked if correct.
4. Annotate work to indicate equipment used (NL) number line, cubes, (NS) number squares, NUMICON etc

**For the children**

One neat line through a mistake, rubbers only to be used as directed by the teacher.

**Monitoring and review**

This policy will be reviewed every 3 years, or earlier if necessary.

Updated February 2018

Signed Date Headteacher.
Signed Date Chair of Governors.