

Folly Hill Infant School

Assessment suite



MARKING and FEEDBACK POLICY

Reviewed: Summer 2020

Next review: Summer 2022

Signed Head teacher

Aim

To establish a broadly consistent approach to the way work is marked, so that pupils value and have a clear understanding of the way their work is marked.

We mark children's work because:

- it provides opportunities to give praise and encouragement and to show we value their work.
- it motivates children to want to produce high quality work and make progress.
- it reinforces the standard being aimed for through success criteria
- it teaches children to recognise what they do well.
- it helps children to improve their work through the setting of challenging, but achievable targets.
- it allows children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is all right to make mistakes, but then good to learn from them and remedy them.
- it informs staff if learning has been effective and informs next steps of planning.

Guidelines

Good marking occurs when it is:

- clearly related to the learning objective and success criteria of the lesson.
- meaningful for the individual child and related to their target
- used to inform future learning and planning.
- positive and constructive, with appropriate praise given.
- encourages a dialogue between teacher and child.
- Linked to our marking code

Marking might include:

- verbal and written feedback.
- displays of children's work to show the standard that is expected and examples of good practice.
- time built into lessons for children to reflect on marking and respond to it.

Approaches to marking:

- Marking should be undertaken as quickly as possible. Marking may be done in the classroom with the child or a group so that dialogue can take place and areas of difficulty be promptly dealt with. Visualisers are an effective tool for checking success criteria and working together on marking a piece of learning for strengths and next steps.
- It is not necessary to mark every piece of work in detail. Often a check is all that is required. Checking of work indicates that work has been seen. It can be done as you move around the room through a simple tick. Its principle purpose is:
 1. to show that you are aware of the quality of work
 2. will challenge incomplete or untidy work
 3. record an occasional comment to recognise outstanding effort
 4. identify pupils who may need more help or challenge.

Marking practices relevant to each year group

Rainbow Class

- Verbal feedback to pupils
- Written symbol on tasks states unaided or worked with support
- Gold point, Smiley faces, stamps and stickers may be used as a reward and linked to success criteria
- Good practice is shared with the rest of the class

Sunshine Class

- Written symbol on tasks states unaided or worked with support
- Verbal Comments relate to learning objective or success criteria and good practice may be shared with the rest of the class
- Verbal feedback to pupils referring to success criteria.
- Comment on next steps is usually written for adult purposes
- Stamps and stickers may be used as a reward and linked to success criteria
- Children's targets ticked if successful

Moonbeam Class

- Children's targets ticked if successful,
- Written comments relate to learning objective or success criteria and good practice may be shared with the rest of the class.
- Written symbol on tasks states unaided or worked with support
- Smiley faces and stickers used as a reward and linked to success criteria
- Verbal feedback related to learning objective and success criteria.

Conclusion

Marking has the potential to be a powerful, manageable and useful ongoing, diagnostic record of children's achievement that feeds into future learning and planning. It is also an effective medium for providing feedback to children about their progress

At key points it will be necessary to communicate to learners and parents/carers the level at which they are working.