



# Kenmore Park Infant & Nursery School



## Feedback & Marking Policy

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This policy statement is not to be read in isolation, but in conjunction with all other school policies.

At Kenmore Park Infant & Nursery School, we believe that feedback & marking is an essential part of planning, assessment, teaching and learning. (**Article 3:** *All adults should do what is best for you. When adults, make decisions, they should think about how their decisions will affect children*). Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards (**Article 29:** *Your education should help you use and develop your talents and abilities*).

### Purpose

The purposes of our feedback & marking policy are:

- To provide information for *summative* assessment and inform planning – *assessment for learning (AfL)*
- To encourage, motivate, support and promote positive dispositions of effective learners
- To raise expectations
- Through feedback (verbal, written, peer) address errors and misconceptions
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to review targets together with the teacher (**Article 12:** *You have the right to give your opinion and for adults to listen and take it seriously*).

### Key Principles:

At Kenmore Park Infant & Nursery School feedback &/or marking should:

- Be purposeful & constructive
- Be related to needs, attainment and ability
- Be related to **success criteria** which are communicated & composed with the learners
- Wherever possible, due to the age of the learners, feedback should be in the moment in the form of verbal comments addressing any misconceptions within the lesson.
- Follow consistent practice throughout the school – so that children are given consistent messages using vocabulary which they will become increasingly familiar
- Ensure that pupils know how well they are doing and what they need to improve to make further progress (**highlighting the success criteria**)
- Provide pupils with opportunities to assess their own work and that of others (linked to Building Learning Power/**Visible Learning**)

### In the Foundation Stage:

- Verbal feedback is given to each pupil individually, whenever possible children are encouraged to identify things that they have done well and ways that they can improve their work.
- Each piece of significant work (identified through professional judgement) is judged against the progression of skills and knowledge they are required to have which informs their assessments and teacher planning
- Positive comments show the child's progress.

- Teachers refer to the visible learning displays to support children with identifying what they need to do to move their learning forward.
- Teachers will indicate how much support was given to complete a piece of work using the codes in appendix 5.

### **Self Assessment:**

- In the Early Years, children are encouraged to self- assess their work.
- The learning intention and success criteria for a piece of writing is shared with the children verbally before and whilst completing written activities.
- Success Criteria are made accessible to children by using child friendly language and including 'I can 'statements.

### **Professional Judgement**

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking and providing feedback. Teachers must use their professional judgement when deciding how many corrections to mark.

### **Frequency of diagnostic, written feedback**

The expectation is that work in English and mathematics is marked diagnostically on a regular basis by the Class Teacher for every child. The marking will be diagnostic as it will identify features which the child has done well and aim to specify area for improvement which the child needs to action in order to take their next step. Children's responses to teaching/support staff comments will be written in blue pen/pencil.

If a child makes an error in their work which a teacher wants them to correct, the section will be marked with a **(C)** for correction.

Feedback takes the form of highlighting the success criteria or learning objective (WALT), providing learners with a visual form of feedback which does not require lengthy feedback comments that pupils may not be able to read, whilst also reducing unnecessary teacher workload.

### **Timing of diagnostic feedback**

Typically, the timing of this feedback/marking will have been strategically planned by the teacher prior to the start of the week's learning. However, diagnostic marking can be applied at any point depending on the achievement of the child.

Diagnostic marking can be applied at any point depending on the learning focus and achievement (learning needs) of the child. Most marking provides some form of feedback which is used to inform planning and next learning steps.

Children are expected to be given opportunities to respond to marking and for opportunities to be planned in by the class teacher for this to occur. This could be through adaptations to whole-class teaching sessions, through small 'guided groups input' or through changes to subsequent lessons. Due to the age of the pupils they may not always be able to read comments made by the teacher and therefore verbal feedback will be deemed more effective and appropriate.

This may be given by class teachers or support staff. It is an expectation that adults should model handwriting in line with the schools' policy when providing any written feedback to learners.

### **Spelling**

Teachers should use their professional judgement to correct spellings within an individual piece of work. Opportunities should be provided for the learner to practice the spellings and the correct spelling should be monitored in future work.

### **How we will judge this policy:**

We know our policy is working if:

- Feedback & Marking informs future planning
- Pupils acknowledge targets or success criteria and work towards achieving them
- Consistent approach across the school
- Children's work demonstrates that errors are corrected and (the same errors) occur with less frequency across a topic/term as a result of effectiveness of the feedback and response to it.

### **Visible Learning & Targets**

Year group targets for reading, writing and mathematics will be displayed on the class Visible Learning target board. Cars for reading, Pencils for writing and rockets for mathematics. Against the progression of targets an image of each child in the class will be pasted to depict the target they are working on at the specific time in one of the 3R's.

Individual pupil target sheets for tracking progress against targets will be kept in a teacher's assessment folder. The targets will be referred to during lessons and group work. Children will be supported to understand and take ownership of their targets and should be able to demonstrate an understanding of their current target – what it is or where it can be found depending on the age of the learners and what they need to do to achieve it.

Targets should be:

- phrased positively
- achievable
- measurable
- met through guided group input with pupils with similar targets
- kept live and current
- designed to be met swiftly
- one or two targets should be 'active/live' at one time

When there is evidence that progress towards a target has been made, this is marked with a tick and dated against the target on the individual pupil assessment grid for reading, writing or mathematics. This will enable it to be cross referenced to the work in the book that supports the Judgement.

### **Monitoring**

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be carried out by all subject coordinators when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff

Person Responsible: R. K. Mahil-Pooni

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Next review due: July 2025

## Appendix 1: WALT & Success Criteria

<p><b>WALT: Make a story prediction</b></p> <p><b>Success Criteria:</b></p> <p>I can predict what I think the story might be about.</p> <p>I can use capital letters and full stops correctly.</p> <p>I can use connectives to explain my story prediction.</p> <p>Date.....</p>
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### Success Criteria:

These should be highlighted according to the child's achievement during that session.

Green: the success criteria was met/exceeded

Orange: success criteria was partially met

Pink: success criteria was not met

Success criteria need not be highlighted if a child has not attempted/been expected to attempt that aspect of the learning.

## Appendix 2: Marking symbols

**Corrections:** to indicate an area of work you want the child to review, underline the area and write a c in a circle to denote 'correction' needed.



'They is happy when the bell rings.'

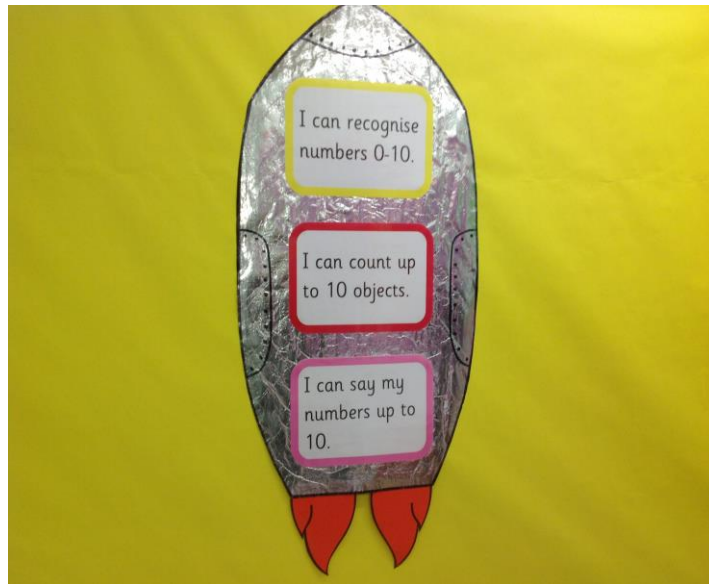
### Spellings:

beautiful \_\_\_\_\_

any \_\_\_\_\_

## Appendix 3: Target grids linked to Visible Learning.

### Nursery:



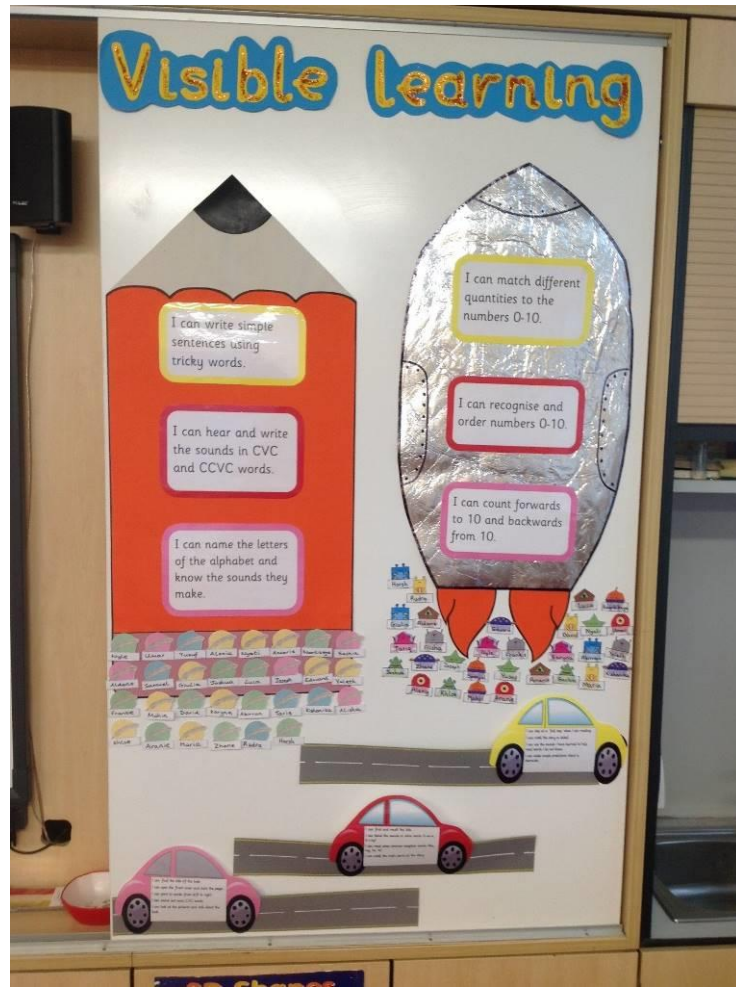
### Maths



### Writing



Reception :

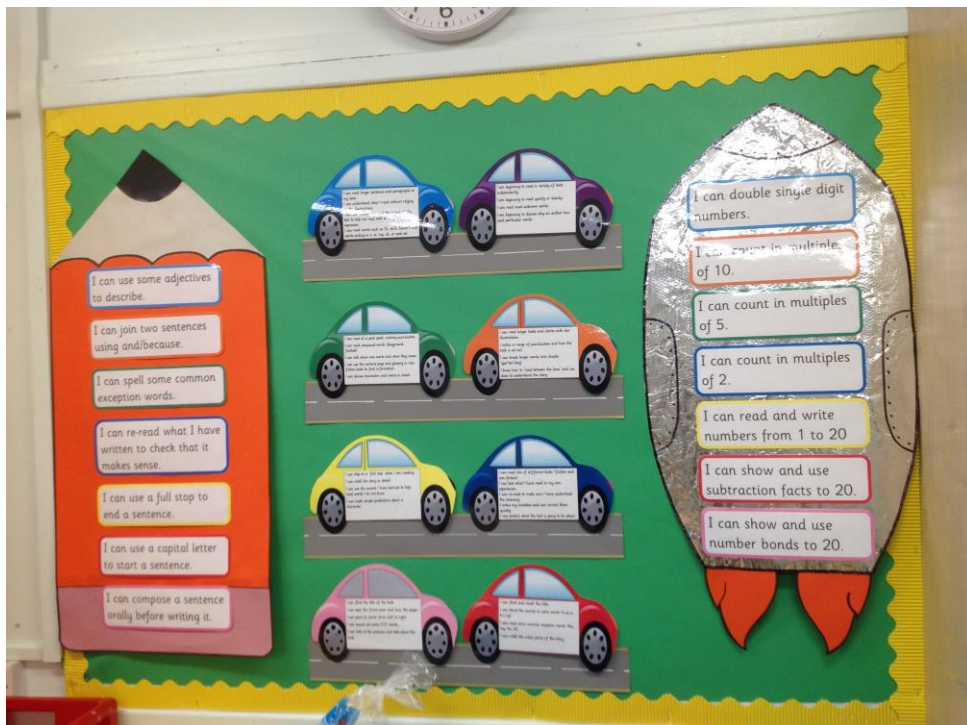


Writing

Maths

Reading

Year 1:



Writing

Maths

Reading



Year 2:

Maths



Writing

Reading

## Appendix 4 – Marking in the Early Years

**When marking work, it should be clear whether the child completed it independently or with support. Teachers can use the following codes to indicate this:**

**I** The child has written the identified word or sentence(s) independently, needing no support from an adult.

**S** The child has written the identified word or sentence(s) with support from an adult.

**C** The child has copied the identified word or sentence(s) from a whiteboard or other existing resource in the environment.

**Teachers will use their judgement to highlight punctuation and sentence level errors using Mr Marker.**

### **Learning Stickers:**

Teachers will use learning stickers to support adult led written tasks.

The learning sticker will include the Learning Intention, Success Criteria and should be used as a point of reference throughout an activity.

The success criteria will be worded using ‘I can’ statements which are easy for children to understand.

An example of a learning sticker:

**Learning Intention: To label different pictures.**

**I can name the object in the picture.**

**I can hear the initial sound in words.**

**I can find the letters I need on an alphabet mat.**