Whitehall Nursery and Infant School

Marking and Feedback Policy

Assessment is a continuous process which is integral to teaching and learning. Assessment should actually improve learning and not just measure it. Whilst mindful of cohort related targets, this policy reflects our belief in the overriding importance of ipsative targets (assessing children against their best performance). At Whitehall Nursery and Infant School we are committed to setting ambitious targets even if we occasionally run the risk of failing to meet them. At Whitehall, we believe that feedback and feed forward marking should provide a constructive framework to enable every child to progress. It should focus on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

All work should be marked. Feedback should be 'feed forward' comments or marking stamps (see appendix 1 for current stamps used in school). Marking should be completed before the child's next lesson in that subject. The close the gap comments should be discussed with the children prior to them starting their next piece of work.

Principles for Marking and Feedback

- Feedback should be descriptive rather than evaluative.

- Specific and both positive and critical.

- Marking should address the learning and not the person.

- Relate to learning intentions, which need to be shared with children.

- Involve all adults working with children in the classroom.

- Give children opportunities to become aware of and reflect on their learning needs.

- Give recognition and appropriate praise for achievement.

- Give clear strategies for improvement.

- Allow specific time for children to read, reflect and respond to marking.

- Involve children in the same process (whether oral or written) to ensure equity in all subjects and for all abilities.

- Respond to individual learning needs, marking in groups with some and at a distance with others.

- Should inform future planning, individual target setting and support ISP targets.

- Must be accessible to children.

- Use consistent codes throughout the school

- Should be manageable for teachers.

Formative Feedback/Marking

With oral feedback, in the course of a lesson, teachers' comments to children should focus on issues relating to the learning intention, success criteria, personal development points for individuals and groups.

Developmental Marking

Comments should focus on what has been achieved, e.g., 'You have remembered capital letters and full stops.' A comment should be written to help future development or to reach the next step. Developmental Marking should take place in all subjects all the time.

Quality Marking/ In-depth/ Closing the Gap Marking

Not all pieces of work can be 'quality marked' all the time. Each day the teacher should have a different focus group for Maths and Writing and Close the Gap Marking will take place for these groups. The teacher will:

1. Comment on what the child has done well in that lesson, for example, a good use of expanded noun phrases or the accurate use of a mathematical strategy.
2. Then write a 'closing the gap' comment that will move the learning on.

The same approach should be followed for Guided Reading focus groups and for the Science element of Creative Curriculum lessons, but the other subjects should be stamped (see Appendix 1 for more details). The emphasis in marking should be on both successes against the learning intention and improvement needs against the learning intention. The focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. E.g., *What else could you say about the rat? Write a sentence using one of theses words: clever, crafty, or talented.*

Other useful 'close the gap' comments are:

- A **reminder** prompt, which could look like this in literacy or maths:

  - *Remember you can use an adverb to make your instructions writing even better.*
  - *Look at my example and then write one more yourself.*
  - *Pour the mixture **carefully** in the bowl.*
  - *Remember that 21 is written as 20+1; it is not worth 2+1.*
  - *Do these examples underneath.*

- A **scaffold** prompt, which could look like this:

  - *What was the monster doing? The monster was so angry that he…*
  - *Look at this example for $84 - 56 = 28$*
  - *Use the sentence starters on your word mat to help you form a sentence about…*

- An **example** prompt, which could look like this:

  o *Choose one of these for your own: He growled so loudly that the birds fell off the trees. The monster ran away from the children.*

  o *Look at the examples from the working wall and choose one way to add three digit numbers together.*

Secretarial Features

Spelling and handwriting should not be asked for in every piece of narrative writing because children cannot effectively focus on too many things in one space of time when learning to write. However, correct letter/numeral formation should be referred to at the start of every lesson. When work is finished, ask children to use the success criteria check and edit their work to improve it; younger children can do this by being asked to focus on one element or to look for things they know are wrong. Year 2 children should be developing independence in checking and editing their work to improve it by accessing and using the success criteria, spelling and word mats and the working wall accordingly. They should not be told to correct all spellings; if a word is used several times and epelt incorrectly each time, it is worth focussing the child's attention on this word only. Children should be encouraged to 'have a go' at spellings using RML Fred Talk strategies and spelling mats or the working wall rather than relying on the adult to spell for them. For some children the use of Breakthrough sentence making will support spelling, handwriting and sentence structure. Children should be encouraged to use adventurous vocabulary.

If children make a mistake, the error should be marked with a dot; the absence of a tick will remind the children that they need to check this element of their work. Children should be encouraged not to cross out if they make a mistake, but to use a small cross next to the error and try again. Erasers should not be used.

Remember only give feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked in that lesson but over time everything will be marked.
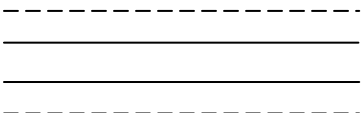
Organisation

- When planning, teachers need to give themselves and their TA time to get around the class and help pupils read any comments on work. The first five minutes of the lesson should regularly be devoted to allowing children to respond to feedback

- Pupils should be encouraged to act upon any close the gap marking during the following lesson if this has not already been encouraged in the focus group.

- Pupils should be taught how to self assess or 'check and edit' their work using the whole or elements of the success criteria.

- Pupils should be taught to peer assess with a learning partner

- Wherever class discussion takes place, feedback is given orally. Notes also may be necessary to inform future planning as a result of the discussion findings. This may be linked to the use of mind maps

- Children need to have some feedback about their work but flexibility is important, depending on the nature of the task and the time available.

- Distance marking should be accessible to children and manageable for teachers and marking symbols should be used and displayed in classrooms.

Marking symbols

I	Independent	C	Cover (supply)
PW	Paired work	S	Individual support 1:1
IS	Initial support	GW	Group work
SC	Self-corrected	A	Assessment

All teachers should initial their comments (this includes teachers covering PPA) and use marking stamps (for current stamps in use see appendix 1).

Appendix 1

Stamp	Usage
	All success criteria has been achieved for that lesson.
	Some success criteria not achieved for that lesson.
We will work on this together.	They have not achieved the learning objective for that lesson
Great READING work	For use in guided reading journals and could also be used in home reader books.
Amazing Handwriting	This stamp is used for handwriting that needs addressing to be modelled within the lines and then pupils practise in another stamp.
Keep working on your handwriting	This stamp is used when not all handwriting criteria are demonstrated consistently throughout the piece of work.
	This stamp it used when the handwriting meets all the criteria for the relevant assessment step.