

# Whitehall Nursery and Infant School

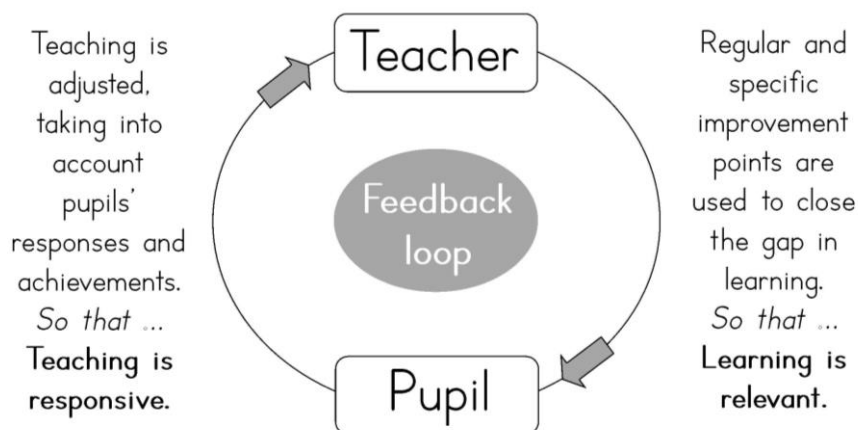
## Marking and Feedback Policy

Assessment is a continuous process which is integral to teaching and learning. Assessment should actually improve learning and not just measure it. While we are mindful of Year group targets, this policy reflects our belief in the overriding importance of 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. We believe that feedback whether verbal or written 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.

Some lessons will consist of a teacher setting a task from which they will gain feedback about children's achievement - for example, work based around a brand new topic or skill. Other lessons will consist of the teacher providing feedback to pupils during a task or after a piece of work has been completed. Most lessons will consist of questions, tasks and activities which provide feedback for the teacher and the pupil.

The purpose of feedback at Whitehall is to enable teachers to identify the learning gap and address it. Feedback can come in many forms and from many sources: it can be written or verbal, it can come from an adult or a child. The overarching aim is to close the learning gap and support the child to make progress.

Feedback should be immediate or within that lesson – this is essential in order to ensure misconceptions do not become embedded and that the feedback is relevant to the child's current thinking. Comments should be related to the success criteria and how to achieve it. Marking should be completed with the children present if remarks are 'close the gap' comments. Any written marking done away from the child must be shared prior to the next lesson in that subject. Marking stamps can be used so that the child knows that their work has been seen (see appendix 1 for current stamps used in school) and to encourage them that work has been done well or that support will be given to help them achieve success. Both teachers and teaching assistants will be responsible for implementing this feedback and marking policy.



## 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 success criteria, 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.
- Respond to individual learning needs (or to group needs if an error is common to a group)
- Should inform future planning and enable next steps to be closed.
- Must be accessible to children.
- Use consistent marking codes throughout the school.

I	Independent
S	support 1:1
Signature or initials	Any member of staff marking who is not the class teacher.

- Should be manageable for teachers.

## Formative Oral Feedback

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 and lots of praise, encouraging the children to feel self worth and satisfaction from success.

## Closing the Gap Marking

Each week the teacher should ensure that all children have the opportunity to be supported through close the gap marking. In Maths and English this should occur with different groups of children so that by the end of the week all children have had this support in moving their learning on. In foundation subjects, when the lessons are sequential in the delivery of knowledge or skills, this type of marking may also occur. Ensure that any points from earlier marking are praised when remembered or used by the children.

With regard to spellings, guiding reading, maths starters, cold tasks and dictation children will mark their own answers or correct them using coloured pencil crayons. This should be constantly checked by staff as they circulate the room.

With relation to the Creative Curriculum foundation subjects, work should continue to be marked relative to success criteria. This can be done using the Success Criteria stamps on individual work and verbally to the class. Assessment for learning in the Creative Curriculum foundation subjects is should be gathered primarily through cold and hot tasks and children's responses to tasks and questions. This then informs the planning. As shown in the feedback loop diagram above.

Useful 'close the gap' prompt types:

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

## Writing tasks

Spelling and handwriting should not be asked for in every piece of writing because children cannot effectively focus on too many things in one space of time when learning to write. This results in cognitive overload. However, correct letter/numeral formation should be referred to at the start of every lesson. When work is finished, children can be asked to use the success criteria to 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 spelt 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.

Staff should focus on those things they have asked children to specifically pay attention to. This will mean that some aspects of writing are unmarked in that lesson but over time everything will be marked.

## Organisation

- During the beginning of the day or immediately prior to the lessons, children whose books have been marked away from them must have the opportunity to read the 'close the gap' comment and understand what they need to do to progress their learning.
- All pupils should be encouraged to act upon any close the gap marking given in the previous learning.
- Pupils should be taught how to self assess or 'check and edit' their work using the whole or elements of the success criteria (this should differ across year groups at a level that is appropriate)
- Wherever class discussion takes place, feedback should be given orally.
- Children need to have some feedback about their work but flexibility is important, depending on the nature of the task and the time available.

*All teachers who are not the class teacher should initial their comments and use marking stamps (for current stamps in use see appendix 1).*

Stamp	Usage
	<p>All success criteria has been achieved for that lesson.</p>
	<p>Some success criteria not achieved for that lesson.</p>
	<p>They have not achieved the learning objective for that lesson. <b>If this stamp is used the pupil must be focused on in the next lesson and their work marked</b></p>
	<p>For use in guided reading journals and can also be used in reading diaries.</p>
	<p>This stamp it used when the handwriting meets all the criteria for the relevant assessment step.</p>
	<p>This stamp is used when not all handwriting criteria are demonstrated consistently throughout the piece of work.</p>
	<p>This is stamp is used when a member of staff talks directly to the child about their work</p>
	<p>This is stamp is used when a member of staff talks directly to the child about a misconception or error</p>