

# Mount Street Nursery & Infants School



## Marking and Feedback Policy

<b>Date</b>	November 2022
<b>Review Date</b>	November 2024

## **Introduction**

### ***'Feedback is one of the most powerful influences on learning and achievement'***

*(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81 – 112)*

In Hattie's research 1999 comparing 500 meta-analyses of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socio economic factors.

However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective ..." feedback must answer three major questions asked by a teacher and/or by a pupil:

*Where am I going? (What are the goals?),*

*How am I going? (What progress is being made toward the goal?), and*

*Where to next? (What activities need to be undertaken to make better progress? "*

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit foundation phase pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Mount Street Nursery and Infant school this important stage of the teaching and learning process is also called developmental marking.

### **1. Aim**

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.

3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

## **2. Processes**

Four types of marking and feedback occur during teaching and learning at Mount Street Nursery and Infants:

i). Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process. Notes can be recorded on a 'stick- it' note and included in end of week planning.

ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

- iv) Self-assessment and peer assessment of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Mount Street Infants

## **3. Non-negotiable Procedures for Marking**

- All marking is to be carried out in green pen.
- All work to be marked must include the date.
- All marking is to be done in clear legible handwriting aligned to the school handwriting script.
- The marking code is to be followed in all cases.

- The marking code should be accessible to all pupils in the learning environment. A marking code will be inside the language, number and topic books for Year One and Year Two pupils and displayed in class for Reception children.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.
- In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.
- All marking will include the initials of the adult who completed the marking.

### **In developmental marking:**

When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in yellow highlighter.

When identifying an area for specific improvement the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter.

When identifying an area for specific extension the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter.

There will be a maximum of 2 identified specific areas for both pink and yellow highlighting for each piece of work.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

To manage marking 'stick – it' notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work

### **Self-assessment**

Pupils will begin to self-assess their own work in an age appropriate way, initially with support but progressing to greater independence.

### **Reception**

Pupils will begin to self-assess and peer assess in PE and creative activities. They will be introduced to appropriate vocabulary modelled by the adult. "I can do it." "I'm getting there!" and "I need help."

## **Year 1 and 2**

Pupils will continue to develop their ability to self-assess their work in Year 2. They will be introduced to a range of statements that further describe the three stages: "I can do it." "I'm getting there!" and "I need help. The pupils will begin review their own work against the learning objectives for the task. The learning objectives will be in the pupil's book in the form of 'I can' statements and the marking symbols.

## **Peer Assessment**

Peer assessment will be introduced as the pupil gain mastery of self-assessment.

In Reception adults will model positive language to comment on the pupil's attitude to learning and their response to the learning objective.

In Year 1 adults will continue to model the language used for peer assessment and link their feedback to the learning objective and the pupil's attitude to learning. The pupil's will begin to contribute to peer assessment during practical whole class activities. For example, in PE or Traditional Dance half the class can become the audience and be given a specific skill to watch for, as the remaining children demonstrate. The adult then asks the pupil audience for constructive comments.

In Year 2 peer assessment will continue to be appropriately introduced and extend to include a wider range of practical, recorded or written work. The pupils will identify one positive aspect of work and suggest one area for improvement, linked to the learning objective.

## **Responding to comments**

Response should be made as soon as reasonably possible to support pupils effectively.

Rewards: as Adults in school we want to recognise good work with stickers, smiley faces etc. However empty praise is as ineffective as empty criticism; therefore, specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

## **Marking Code**

This checklist included abbreviations that clearly indicate how much support a child needed to complete a task, from an adult or word banks.

Who?	Initials of the adult who completed the marking.
When?	Check the child's work includes the date.
CI	Having listened to a whole class introduction the child was able to complete the task independently.
GS	Group support was provided. The child may have needed support from an adult

	at the beginning, middle or end of the session to complete a task.
1:1	The child needed one to one support to complete a task.
SA	Self Assessment.
PA	Peer Assessment






Pink to Think

Yellow to Glow








Pink and yellow highlighter pens will provide the child with instant feedback linked to the learning objective.

photo – marking examples

## Marking Symbols

Symbols for feedback		yellow to glow	pink to think
 spelling	 Say it... Read it...		
• full stop	Aa capital letter		
? listen	 finger space		
 pencil grip	123 number formation		
 Look and check	abc Letter formation		

## Examples of the marking symbols in use.

I can hop	Aa  
icanhop.	Aa  
1 2 3 4 5 6 7 8 9	
1 2 + 3 = 5 0 ✓	
1 2 + 3 = 5 0	
I lik red.	 like

## **Additional Information - Procedures in greater detail:**

### **4. The Frequency of Developmental Marking**

- All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including story maps, plans and drafts in literacy, working out and exploration in mathematics should be stuck in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.
- In Literacy and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.
- The developmental marking process maybe demonstrated through observational assessment made by adults and then verbal feedback and discussion recorded and noted down, especially in the lower foundation phase.
- Additional Developmental Marking may also be used as a strategy to support pupils who need acceleration. This may be particularly pertinent to pupils in receipt PDG and be an agent to close gaps in achievement. In such situations, an additional adult could be provided for this purpose.

### **5. Giving effective feedback to pupils.**

- Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

***Effective feedback comes under three main headings;***

**Specific Achievement feedback** identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective

**Specific Improvement feedback** identifies where mistakes or misconceptions lie and how work can be improved.



**Specific Extension feedback** identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- Well. (be positive, specifically identifying what has been done( highlighted yellow)
- Identify an area for specific improvement followed up with an improvement task (highlighted pink)

Or

- identify a specific area for deeper investigation/ extension of understanding (highlighted pink)

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking ☒
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise - e.g. Letter formation, number formation, spellings, word spaces, punctuation,

***When constructing feedback, teachers need to consider:***

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

## **The Frequency and Nature of Pupil Response to Feedback**

Work that is marked developmentally requires a response from the pupil.

Developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from Nursery to Year 2, and throughout the school year appropriately.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

Likewise, tasks must be effective in improving work, yet brief in execution.

For many pupil's communication of the feedback will be augmented by adults, until developmentally pupils can access this independently

### **Acknowledgement of response**

This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

### **6. Role of other adults supporting**

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done, then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers and will be in the Supply file in each class.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance.

## **7. Responsibilities**

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

It is the responsibility of the Assessment, reporting and recording co-ordinator and the Deputy Head to liaise with class teachers and to feed back to the Head teacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Head teacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

## **8. Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

## **9. SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response.

## **10. Monitoring and Evaluation**

Monitoring of the policy will be done through work scrutiny led by the Head teacher and SLT as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Head teacher will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school.

Pupil interviews will be undertaken to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data.

## **11. Policy Review**

This procedure has been agreed by the staff and Governors in the Autumn Term 2018 and will be reviewed in line with the school's cycle of policy reviews, but in the first instance in autumn term 2020.

**Signed:** ..... (Chair of Governors)

**Date:** .....November 2022.....

**Date of Review:** .....November 2024.....