



MARKING AND FEEDBACK POLICY –
September 2023

INTRODUCTION

At Elmsleigh Infant School we believe that marking should always have a purpose. Marking is vitally important as it forms a part of the learning, teaching and assessment cycle. If marking is done well it has two functions: it provides an assessment record for the teacher and provides good quality feedback to the child. The ultimate aim of marking is for it to have a positive impact on the children's learning.

Children should be made aware of their successes through positive feedback and marking informed by pupils' individual learning needs and previous assessments. Areas of improvement need to be identified so that children are aware of how they can improve and the outcomes will be fed back into the planning. Comments should relate to the lesson's learning intentions and the non-negotiables so that the children can recognise how their achievements compare with expectation, and be aware of their next steps in their learning journey.

Marking should be **meaningful, manageable and motivating**

'A magical environment for enjoyment, achievement and success'

Principles:

Our Feedback and Marking Policy is based on the principles that:

- Children have the right to be given feedback on their achievements and to be given advice for their future learning;
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- Regular marking keeps the teacher well-informed about individual needs and abilities within the class and helps to raise standards for all children
- Quality feedback and the subsequent actions taken visibly show the learning and progress taking place over time.

Aims:

- To provide consistency and continuity in marking throughout the whole school so that all pupils have a clear understanding of teachers' high expectations.
- To use the marking system as a tool for meaningful ongoing formative assessment that feeds directly into daily planning and learning.
- To ensure that all children at Elmsleigh are part of learning process; they know how well they are doing and what they know what their next steps are in order to improve.
- To improve standards by encouraging children to always give of their best and improve on their last piece of work.
- To develop self-esteem through praise and valuing children's achievement.
- To create a dialogue between teacher and child, which will ensure progression in learning.

What conditions are needed for effective feedback to take place?

(Table adapted from Shirley Clarke, *Outstanding Formative Assessment; Culture and Practice*)

Conditions for Effective Feedback	What does this look like in the classroom?
Children understand the learning goal.	<ul style="list-style-type: none">• Children are given the learning objective (WALT)• The success criteria is shared verbally during the lesson to enable children to understand their learning process. Children might be involved in constructing success criteria, and are able to use them to evaluate their progress.• Children understand the non-negotiables as daily expectations for success in all lessons and will refer to them during the lesson.
Children are given opportunities to compare their own performance with the goal.	<ul style="list-style-type: none">• Children can articulate to peers and teachers their understanding of the task and how it relates to the learning objective.• Mini-plenaries (using visualiser / children) enable children to analyse random example for successes, even better ifs, and opportunities to magpie ideas.• Teacher interaction in lessons enables pupils to focus in on how they are doing, allowing them to reflect and check of their success criteria.
Children are given opportunities to edit and improve their work.	<ul style="list-style-type: none">• Feedback given by staff prompts children to edit and improve; review and improvement is a constant activity.• Children have opportunities to cooperatively improve work.• Children have opportunities to self-improve work.



EXPECTATIONS ON FOCUSED MARKING AND FEEDBACK

Literacy	<p>Literacy follows the 'Talk 4 Writing' approach and writing is dependent on the stage of the T4W process.</p> <p>Literacy is marked against non-negotiables for all learners and differentiated success criteria linked to the specific task which is shared verbally with children. This can be in the format of toolkits in Key Stage 1 (See Appendix) which children are taught to refer to.</p> <p>Any written work is provided with constructive feedback which includes opportunities for children to edit and improve their work. Long writing tasks will be marked with a pink dot to prompt children to improve their work until final comments made.</p> <p>Verbal feedback in all key worker tasks with highlighted objectives achieved in books on a daily basis.</p>
Mathematics	<p>Mathematics follow the White Rose scheme and any recorded work is provided with feedback in order for children to be successful in their outcomes. This includes opportunities for children to self-assess.</p> <p>Misconceptions in maths need to be identified in every lesson in order for children to recognise how to improve and continue to make progress.</p> <p>Challenges are evident during maths lessons for higher attaining children to apply their learning or children who are ready for a next step. These are identified as a 'C' for 'challenge'.</p>
Foundation subjects	<p>The learning objective for other subjects is based on the National Curriculum objective and may be rephrased in child-friendly language.</p> <p>The success criteria will be shared verbally with the children and will be based on skills required to achieve the learning objective (WALT).</p> <p>Feedback will be based on the success criteria shared at the start of the lesson, this could be verbal feedback in some subjects.</p> <p>Much of the topic work is linked to Literacy objectives and / or non-negotiable strips and there should be evidence of regular written work in topic on a weekly basis. This provides opportunities for children to apply their writing skills.</p> <p>Any common misconceptions associated with writing skills should be identified by the class teacher ie: letter reversals / punctuation in order for children to continue to make progress.</p> <p>Presentation and standards in all foundation subject books should be exactly the same as Literacy sessions.</p> <p>Art sketchbooks will not be marked formally but post it note comments will be added to children's work where appropriate.</p>

Cold and Hot Assessment Tasks

In order for progress of all learners to be visible, opportunities are given (where appropriate) for children to **engage in pre-learning** activities (cold tasks are marked clearly in blue), then subsequent activities which develop the skill/knowledge and then are **followed by post learning** activities (hot tasks marked clearly in red).

This way of working ensures that marking is **used** to inform planning rather than an end point.

Cold tasks in writing should be read through by the teacher and assessment information should be gathered in order to plan for progression in that particular genre and/or make note of significant issues at this point eg: children who lack punctuation, children who need support with vocab. This of course, will be age appropriate. Some children may require prompting and reminders to support them to write as independently as possible – this will be acknowledged within the cold task.

It is important to remember that quality verbal or written feedback is most effective in the middle of the writing process so that children have the opportunity to respond to it immediately and improve their work, for example improving punctuation or presentation or addressing misconceptions such as letter reversals. Younger children may make improvements in a more informal way, for example, being asked to improve a word choice or reading a sentence aloud to check sense

After the completion of the hot task (final independent assessment), writing should be marked against non-negotiables and the success criteria specific to the lesson that have been discussed with the children throughout the writing process. (see example in appendix). Misconceptions will still be addressed daily. For example, if children are spelling words incorrectly, they will be given the opportunity to practise the correct spelling after the taught lesson.

Marking and Feedback in the EYFS and Rainbow Room

Marking and feedback in the EYFS and the Rainbow room may be in response to observations of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion.

Appropriate methods for marking and feedback in EYFS are:

- Regular praise and encouragement using school reward systems to celebrate the children's achievement eg dojos, stickers
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning.
- Annotation of photographs
- Tapestry
- Reception non-negotiable strips are used in books.
- Written feedback in books will be through pink and green with reference to the marking code (See poster) either during the session or when reviewing progress with the child.

Marking and Feedback in Key Stage 1

Appropriate methods for marking and feedback in KS1 are:

- Regular praise and encouragement using school reward systems to celebrate the children's achievement eg dojos, stickers
- Adults interacting to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning.
- Written feedback in books will be through pink and green with reference to the marking code (See poster) either during the session or when reviewing progress with the child.
- Purple pens will be used to improve and self edit work where appropriate.

Non-negotiable strips and toolkits

Non-negotiable strips are used across Elmsleigh from reception to Year 2. They are used as a daily 'checklist' of the skills required to write successfully such as presentation, finger spaces, capital letters and full stops. (See Appendix)

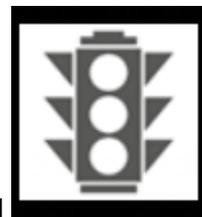
Toolkits are introduced in key stage 1.

Addressing misconceptions and review time – next steps

- Children may be provided with opportunities during a lesson or as a follow-up to review their learning. This may include a 'challenge' task for children who are ready to apply their learning in maths.
- Misconceptions should be identified and addressed during a lesson. Children will be given time where appropriate to apply any misconceptions, which may be at the start of their next lesson or as a quick intervention. This will be highlighted with 'think pink'.
- Reference needed to spelling common exception words which children use regularly
- Include opportunities in maths for children to self-assess / mark work

Self-assessment

- Self assessment may be used in KS1 where appropriate.



- For children in Year 2, a self-assessment tool is used

Expectations for all books

All work to be dated

WALT and non-negotiable strips to be used for Literacy and topic books.

WALT and non-negotiable strip to be used for Maths books.

Pink = 'Practise' pink / 'Got it' Green = go green highlighters to be used for all books

All marking to be done as per our school handwriting style

VF = verbal feedback

PP = physical prompt

S = supported

I = Independent

C= Challenge

Errors in maths are marked with a pink dot

Errors during long write tasks are marked with a pink dot

Next Step - Paw print to indicate next step in Literacy and maths

The agreed marking code is to be used consistently across the school. The marking codes should be accessible to all children in their learning environment – marking guides are available in the front of their books. (See Appendix).

Children are encouraged to be as independent as possible and record the date themselves as they progress in KS1. They are expected to use the symbols themselves as they develop if they have received support or completed a task independently.

All teachers and support staff to mark with the children during lesson time where possible for instant feedback. This may be verbal followed by formal written feedback following on from the lesson.

It is expected that as much verbal feedback as possible should be provided to the children during the lesson. Children should not be lining up in lessons to receive written feedback – the team in the class are expected to move around the classroom in providing purposeful feedback.

Responsibilities

It is the responsibility of the class teacher & teaching assistants to ensure that this policy is consistently carried out.

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

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.

The SENDCO has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

It is the responsibility of the SMT to liaise with subject leaders and to feedback 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.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Head teacher and SMT. It will be monitored for whole school consistency and evaluated for impact on pupil outcomes.

Appendix

Non-negotiable symbol strips

EYFS and Rainbow Room non-negotiables symbols

						
Say what I have <u>written</u>	Say the <u>sounds</u>	Spell everyday words	Use <u>guidelines</u>	Use finger <u>spaces</u>	Use full <u>stops</u>	Use capital <u>letters</u>

KS1 non-negotiables symbols

						
I can say what I have <u>written</u> .	Sound out the <u>word</u> .	Spell tricky <u>words</u> correctly	Use the <u>line guides</u> correctly	Leave <u>finger spaces</u>	Use full <u>stops</u>	Use capital <u>letters</u>

WALT:	Date:
WILF:	
	
I can form my numbers correctly.	I can write one digit per square.

Toolkits

Characterisation Toolkit

- Use sentence or power of 3 e.g. Santa was red, fat, and friendly.



- Use adjectives to describe a noun with a comma (simple noun phrases)
e.g. a small, round ball.

adj, adj N

- Use adverbs to describe how something does something e.g. she tiptoed quietly.

+V

- Introduce bits of alliteration e.g. Sally slept silently.

S _ _ s _ _ s _ _

- Use simple similes to describe
e.g. He stood as tall as a tree.

S

Examples of marking across the curriculum

Reception

WALT: Write decodable words relating to the poem Witch, Witch by Rose Fyleman 



I can say what I have written.

rain



Sound out the word.



Use the line guides correctly



Pull a piece of paper out of my cauldron
And listen for the sounds,
Can you write the word I like to eat,
To make your teacher very proud!

bat

ham

hog

hog



g

g

g

g

g

g

g



I can say what I have written.

rain



Sound out the word.



Spell tricky words correctly



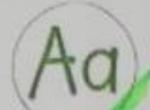
Use the line guides correctly



Leave finger spaces



Use full stops



Use capital letters



The big fat wuff bot not
brow a hag is dan.
house down

Ivf : house hause hause hause
down dawn down down

Tuesday 8th November 2022

COLD TASK



WALT: To write a beat the baddie story.

Handwriting practice box with icons and instructions:

- I can say what I have written.
- rain**
Sound out the word
- Spell tricky words correctly
- Use the line guides correctly
- Leave finger spaces
- Use full stops
- Use capital letters



The big bad wolf
blod the pigs
hones
The strongest
The st. g. s.
The dix. I V F : ()
bricks

Kassim and the Hungry Fox - Innovation

WALT: To write a journey story, focussing on characterisation.

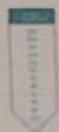


I can say what I have written.

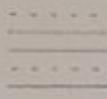
rain



Sound out the word.



Spell tricky words correctly



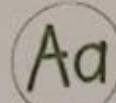
Use the line guides correctly



Leave finger spaces



Use full stops



Use capital letters

A few days ago

There was a kind, gentle girl called Cer. Cer lived in the middle of a forest a ^{calm} quiet forest.

One morning,

Cer woke up and set off to the swimming pool to cut down and play.

But her's mummy would her work all for the men, coach!!! Next, she

went clitoo clac clitoo clac until she came to a windy, wet day.

MEEOW!
Meow! I'm hot can you help me? yes follow me.

Unfortunately, the ^{swimming}
 Pul was close. For th ~~the~~
 spri^s th ~~they~~ met a man
 coach wif a yellow top. ~~follow~~
 me. The cat and Cen ~~followed~~
 the coach until th ~~they~~ came
 to a river swimming
 do cum in for a swim
 Luckily, The cat went HISS
 and Cen ^{sh} ~~sh~~ HIDE!!!!
 Finally th ~~they~~ ^{sn} ~~saw~~ to Cen's
hounds were Cen's mummy
 told th ~~them~~ how stupid th ~~they~~
 been but let th ~~them~~ swim
 in th ~~the~~ swimming.

say

they th th th
their th th th

ooo (?) when you have a question.



Adjectives ✓ ! ✓ Adj, adj ✓

Kassim and the Hungry Fox - Innovation

WALT: To write a journey story, focussing on characterisation.



I can say what I have written.

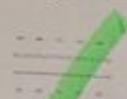
rain



Sound out the word.



Spell tricky words correctly



Use the line guides correctly



Leave finger spaces



Use full stops



Use capital letters

17 years ago there was a pretty girl called Bella near the middle of a city.

Early one morning Bella woke up and set off to go to greggs to buy a donut and coca-cola. Bellas mum said woch out for the dog!

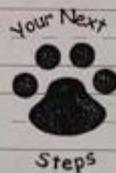
Next she walked jiggy-jog until bisey lite erport ^{meanw} there Bella saw a cat ^{with a pink} you bag in your bag ^{side} the cat. nothing but I follow me I'm going to greggs and of thy ^{sp} went jiggy-jog. Unfortunately greggs was close to there x Surprise thy meta a

dog the dog was mean and shy
 "I'm hungry" but follow me
 and thy warkt jiggete-xjog
 unti thy got to the dogs house
 in the jungl x cum in for
 a bayt size side the dog
 Luckily the rat side Meow!
 Bella side Run!
 Finally Bella jiggety-jog home
 mum side how sille thy wan
 and gav thm a slis of sasage
 roll.

⊕ Super ideas.

✓! ✓adj

✓Power of 3



adj, adj

?

sp

said
 they
 out

said
they
out

said
they
out

said
they
out

WALT: Identify that most living things live in habitats to which they are suited, how it provides for basic needs and how they depend on each other.

I



I can say what I have written.

rain

Sound out the word

Spell tricky words correctly



Use the line guides correctly



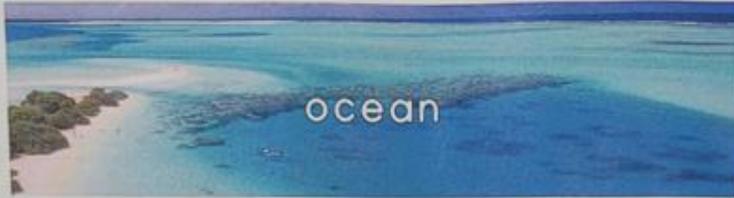
Learn finger spaces



Use full stops



Use capital letters



ocean



twinkl

Whales live in the ocean because there ^{SP.} food is there.



African Plains



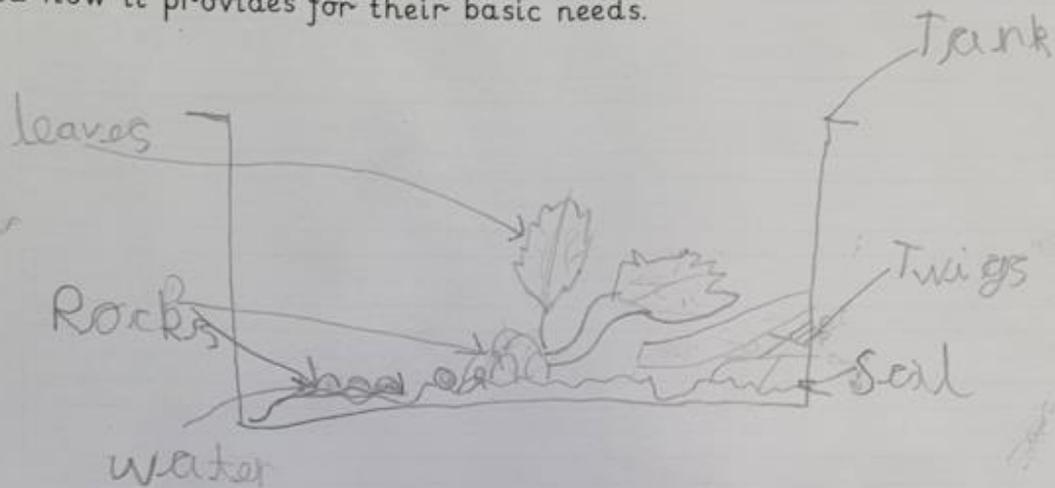
twinkl

All Birds live in the African plains because the grass is there.

😊 You thought about how habitats provide for basic needs. their their their their

Date: 3.10.22

WALT: Know living things live in habitats to which they are suited and how it provides for their basic needs.



① We made a habitat for our snail. We put food in there to. We put apple carrot and lettuce so the snail can eat. We put a dish of water for the snail to drink.

😊 You used the wordbank to explain the habitat. Why did we use leaves and twigs?

So the snail can hide and protect them self. ✓

made made made made

Maths

WALT: count objects. DATE: 07.09.21

3 3 ✓
 2 ✓
 2 ✓
 5 ✓
 0 ✓
 1 ✓

10 ✓
 2 ✓
 8 ✓

6 6 5 5 6 6

0 10 9 8 7 6 5 4 3 2 1 0

9 ✓ 4 ✓
 8 ✓ 3 ✓

WALT: represent numbers. DATE: 10.09.21

CHALLENGE Friday 10th September 2021

Pick a number from 1 to 10
 Can you...
 Write the number?
 Draw a picture?
 Build it with blocks?
 Draw it on a ten frame?

Write the number:
 7 ✓

Draw a picture:
 ✓

Draw it on a ten frame:
 ✓

1 2 3 4 5 6 7 8 9 10

Monday 6th September 2021
 WALT: Count objects and write numbers

I




(Used a number-line to support)

10 ✓

14 ✓

8 ✓

18 ✓

10 ✓

17 ✓

13 ✓

5 5 6 5 5 5 5

Wednesday 8th September 2021
 WALT: Represent numbers

I




21

40

5 5 5 5 5 5 5

R/Y Challenge!

Place where you think the number 63 will be on the number lines below.

0 100 ✓

0 70 ✓

60 70 ✓

How many two-digit numbers can you make using the digit cards? List them below.
 Each digit card can only be used once per number.

8 3 1

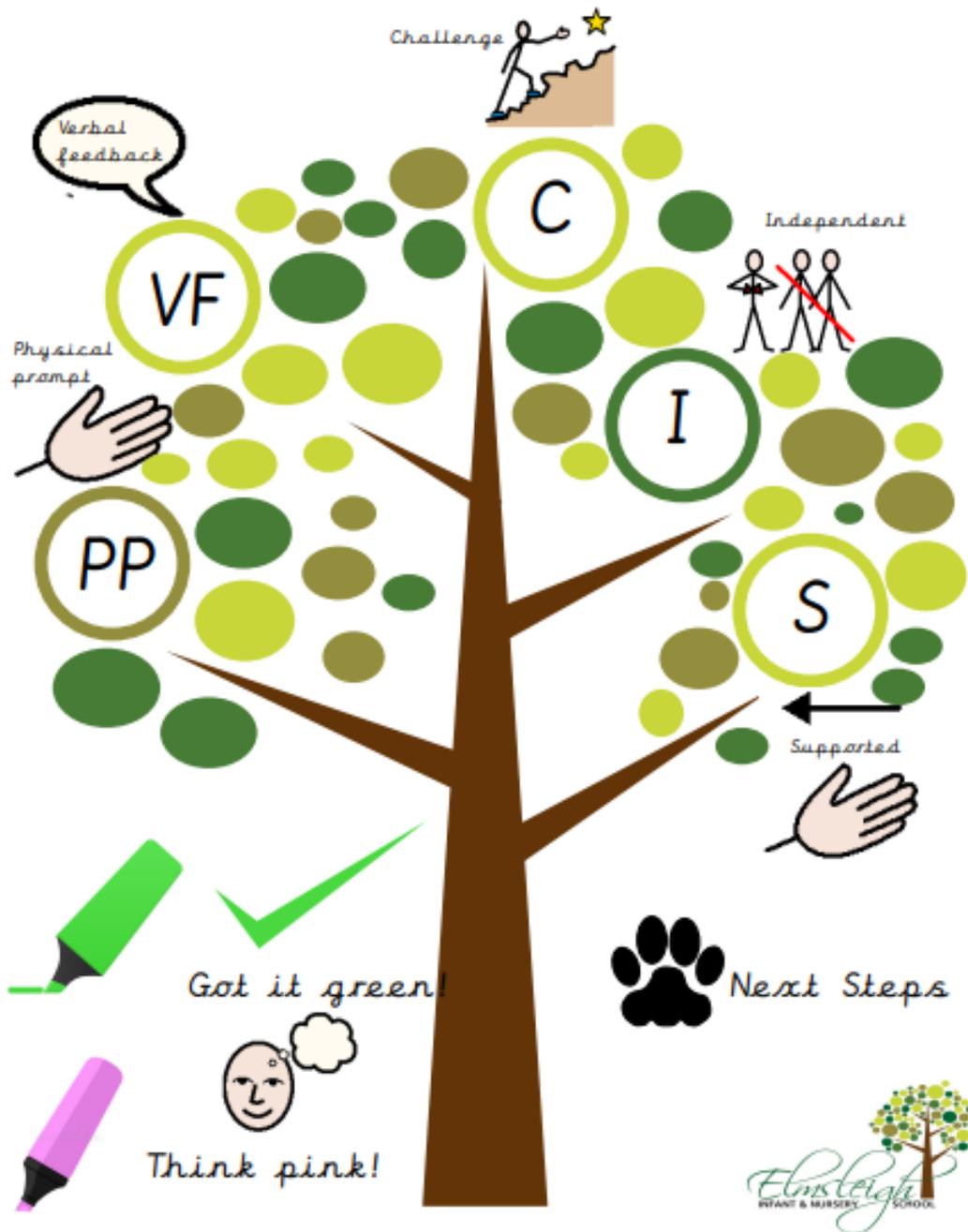
81 31 83 38 13 31 ✓

What is the largest number? 83 ✓

What is the smallest number? 13 ✓

Marking-

How is my learning today?



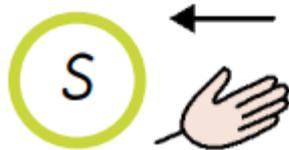
Marking guide



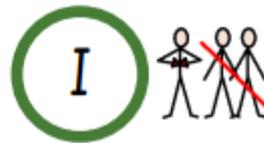
Got it green!



Think pink!



Supported



Independent



Verbal feedback



Challenge



Next Steps



Physical prompt
