



Linton CE Infant School

Policy for:

Effective feedback and marking

**Agreed by: Curriculum and data
committee**

Date: March 2022

Review Date: March 2024

Linton CE Infant School: where happiness and achievement go hand in hand

The staff and governors at Linton C.E. Infant school provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our community to fully equip children for their future

Rationale

The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements, and to be given specific time to respond to comments or feedback.

Aims

Marking and feedback should;

- Celebrate children's successes, demonstrating that their work is valued
- Boost self esteem and aspirations, through use of praise and encouragement
- Provide meaningful feedback to the child that celebrates what they have done well and guidance on how to improve their learning
- Stimulate correction of errors or improvement in a piece of work
- Encourage children to become independent learners, self evaluating their own and other's work
- Develop a culture of continual improvement
- Assist in the assessment of a child's performance, providing a record of achievement for pupils', teachers and parents.
- Assist in identifying misconceptions and provide ongoing assessment that informs future planning

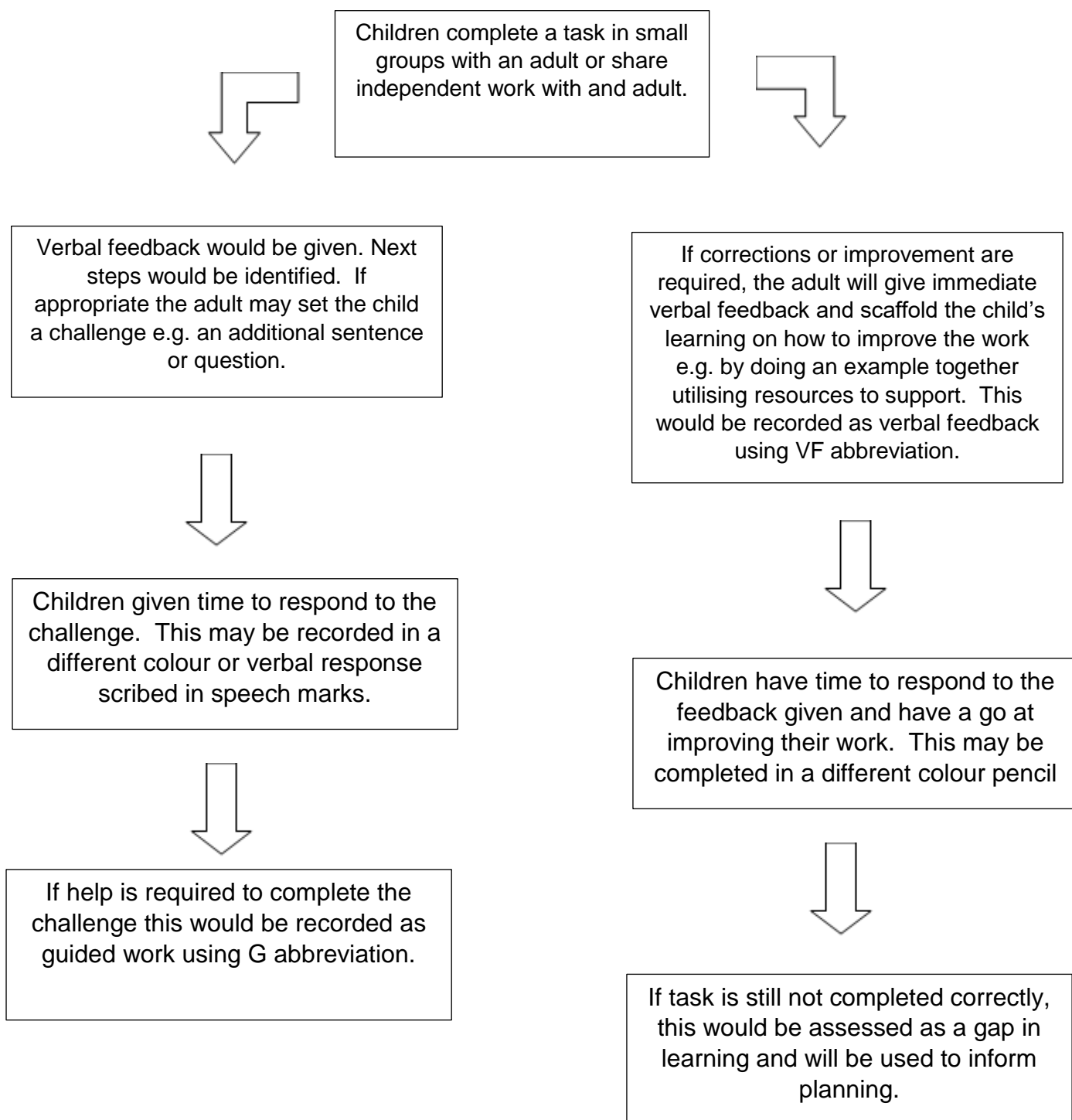
In addition to this marking and feedback should;

- Be consistent across the whole school
- Relate to the learning intention or success criteria of a lesson or series of lessons
- Support the achievement of the child's curriculum targets.

We acknowledge that the nature of feedback may need to be different according to the age or ability of the children.

Developmental Feedback and Marking

To be most effective, children's work would usually be marked and assessed at the time the activity takes place. The children will receive continuous feedback throughout the activity and time will be given for them to make improvements or to be given an additional challenge as outlined below:



The following symbols may be used:

VF	AS	PS	I
Verbal feedback	Adult supported	Peer supported	Independent

Use of marking stamps

Teachers may use a range of stamps to indicate when a lesson objective has been achieved, to provide next steps or to celebrate or highlight an aspect of the child's work.

General Guidelines

- The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.
- Feedback must be focused. Expectations should be shared with learners as learning intention, objectives or standards to be aspired to. These expectations should be reflected in the feedback teachers give.
- It is essential to give learners time to absorb and act upon or consolidate feedback comments.
- The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.
- Adults should mark in pen and ensure that their handwriting is clear. They should strive to model correct grammar and spelling in their comments.
- Children should be given the opportunity to self-assess and should be encouraged to make a judgement of how well they think they have done against the learning objective and success criteria of the lesson.
- Peer assessment may be used but children must be taught for it to be effective.
- Children will be supported in understanding that it is ok to edit and make changes to their work.
- The learning objective will be written in the form of 'Can I...' to allow children to self-assess. These will be printed and stuck in books or written by the child and all work will be dated.
- Checklists outlining success criteria will be used by the children and adults.

Monitoring and Evaluation

The leadership team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff. Scrutiny by other staff in whole staff meetings, subject leads or local authority advisors may also monitor the quality of feedback and marking.

The desired outcomes for this policy are the improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be;

- Children having ownership of their learning and next steps.
- An improvement in children's attainment
- All stakeholders have a clear understanding of the marking policy
- Consistency in teacher's marking across the phases and between year groups
- An awareness on the part of the pupils of what is expected of them.