Marking and Feedback Policy

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King's Infant School
The British School of Madrid
Chamartín

Our Philosophy for Teaching and Learning

As a school community we are all learners, adults and children alike. We aim to foster in our learners, a life-long love of learning while developing the skills, knowledge and understanding to achieve to the best of our abilities. As learners we thrive best in a warm and secure environment where we are accepted and valued while developing the attitudes and dispositions to be happy, caring and creative learners for life.

Purpose and Scope

Effective feedback and marking are vital tools in assessment for learning. The aim of this policy is to provide all members of our school community with an effective, systematic and consistent approach to marking work and giving feedback to learners throughout Kings Infant School.

This feedback and marking policy is to be read, understood and followed by all members of teaching staff. It will be reviewed yearly by the whole staff team.

Why do we mark children's work?

- To communicate to learners what is expected of them in terms of learning.
- To close the gap between what learners are achieving and the next stage in their learning.
- To assess what the children have learnt.
- To reward children for their efforts succeeding at meeting learning intentions and achievements in order to boost self-esteem and confidence in their abilities.
- To communicate with the children through written and spoken form.

How do we aim to mark our children's work?

- We mark work ensuring we are focusing on the aim or success criteria of the lesson. Making sure marking refers to the subject development as much as possible rather than literacy - especially the case of humanities and science

- We aim to mark as soon as possible and when marking will be most effective. Often with the learner, in class. It may be that you will mark work when it is half finished in order to move the child's thinking on.

- Learners should understand the marking process at KIS and the symbols used when marking. Learners will need to be explicitly taught what marking is for and how it can be used as a tool to close the gap in their learning.

- Time should be given to learners to read marking and act upon what has been written or said where appropriate. For example as they come in in the morning, the children could be reviewing and acting upon marking while the teacher takes the register.

- Marking must be used by teachers and learning assistants to actively inform planning. There should be an obvious link between the two tools and progress fed into assessment records where relevant.

- Where possible learners should be involved in marking their own or their peer's work. They should be carefully taught how to do this.

- Verbal feedback on work should be given when written comments are not appropriate (for example at times in the Foundation Stage). If verbal feedback is given, where appropriate, it should be clearly noted on the piece of work or recorded as an observation. You can do this by writing what has been said to the learner on a post it, and attaching it to the work (e.g. "You read your work back very clearly") or simply writing "VF" onto it to show feedback was given.

- Marking should be manageable and effective for all involved.

How do we mark in the Foundation Stage

In the Foundation Stage, teachers and assistants know best what kind of feedback is most appropriate for the children in their class. At times that will be verbal feedback and at other times written feedback will be more appropriate. At KIS, we mark our very young learner's work with sensitivity but with the understanding that even the youngest child is aware of their learning and should be rewarded for what they have achieved and helped to move on to the next step in their learning.

- All recorded work should be dated with the child's name clearly written (by an adult if the child is unable to write their name)

- All marked work should be stamped or written on if it has been supported by an adult (If a child has been supported by a teacher, it must be marked "TS" for teacher supported and "AS" for adult supported). If a child has completed the work independently, it should be stamped or marked "IW" for independent work.

- When appropriate use "green for great, pink for think" with the children ensuring they are aware of the success criteria for that lesson beforehand.

- Use written comments when appropriate saying what a child has achieved and what they should do next to close the gap. Feedback should be given during or directly after the activity to ensure it is meaningful. For example:

- "You have written your name! Next time start it with a capital R." (Write the name starting with the capital letter).

- Read these comments to the learner if they are unable to read it independently.

- By at least the last term of the Reception, children should be beginning to mark their own work and that of their peers using green for great, pink for think against agreed success criteria for the lesson. Ensure that children are carefully taught to do this. You should decide as a year group which pieces of work you will mark like this and record self-assessment and peer marking on planning. This may be verbal discussion but a teacher physically marking.

- Agreed symbols can be used on children's work where appropriate (see Appendix A –Marking Code) but only use once children are able to understand their meaning and have been taught what they mean. You can begin to use these symbols when looking at an adults "work". This way the children will make the transition into KS1 having an understanding of the code used in KIS.

- It is appropriate to write what the child says about their work to highlight they have met success criteria or to show where they need to move on to next in their learning (this can be done on the back of their work or on a post it where appropriate).

- Verbal feedback may be recorded on class tick list when relevant with comments so the adult also remembers the feedback given. With young children we often give verbal feedback and writing it down ensures we follow this up, feeding it into planning.

- For example if doing a practical maths activity working on number recognition. Teachers may use a tick list and comment box to record the target for each child which has been verbally shared, e.g. "Next time we need to remember numbers 6 and 8".

- We mark all recorded maths work with a tick for correct and a dot for "check". We use closing the gap comments when appropriate and avoid generic "good" or "well done" comments on their own without following them up with what the child has done well to meet the objective or success criteria. (see Appendix B on Marking Comments). These should be read to children when appropriate.

How do we mark in Key Stage One?

In KS1, we build on the marking that has taken place in the Foundation Stage.

- We use the "Green for Great, Pink for Think" (GGPT) marking system in KS1 (see Green for Great, Pink for Think section) against agreed and known success criteria generated by adults or learners. We decide when this type of marking is appropriate.

- We use specific, agreed marking symbols to mark children's work (see Appendix A – Marking Code).

- We mark work ensuring we are focusing on the aim or success criteria of the lesson.

- Making sure marking refers to the subject development as much as possible rather than literacy - especially in the case of humanities and science

- We ensure we include a positive comment whenever it is relevant.

- We decide when we are planning for teaching and learning weekly, which pieces of work are going to be marked in more detail and we include this in our planning. We aim to mark in detail at least one piece of work per week. We quality mark a range of subjects over the topic and show this in our planning.

- We use "closing the gap" comments within lessons (written or verbal) so that children get the best opportunity to meet the learning intention and that it is not dependent on being marked after the lesson. These are often verbal but can also be written.

- Sometimes we only mark by including a positive comment.

- Where verbal feedback is given we write "VF" on the child's work. Sometimes it is relevant to write what was said.

- All marked work should be stamped or written on if it has been supported by an adult (If a child has been supported by a teacher, it must be marked "TS" for teacher supported and "AS" for adult supported). If a child has completed the work independently, it should be stamped or marked "IW" for independent work.

- In Year One and Year Two, learners should be actively marking their own work using GGPT at least once a fortnight against agreed success criteria. This must be written in on planning. SA – Self assessment, PA – Peer Assessment

- By term 2, Year One and throughout Year Two learners should be marking their peers work using GGPT after they have been taught how to do so and the process is carefully monitored. This must be written in on planning.

- We mark all maths work with a tick for correct and a dot for "check". We use appropriate closing the gap comments when appropriate and do not use generic "good" or "well done" comments (see Appendix B on Marking Comments).

Green for Great, Pink for Think and Closing the Gap

When marking using this approach the idea is that you highlight aspects of the learner's work that has met the learning intention (or an aspect of the success criteria) with a pink pen or highlighter for Pink for Think.

How do we mark spelling?

At KIS, we mark according to the learning intention however we do not ignore persistent errors in spelling or common exception words. Teaching staff use discretion when correcting spellings and in Y2 will usually only focus on one or two words per piece of work and sometimes none. In Reception and Year One it is down to the teaching staff's discretion whether it is appropriate to correct spelling at all.

What do we do about spelling?

If a child is persistently misspelling a word in their writing, you should follow the marking code, and then write it underneath their piece of work with the correct spelling to draw the learner's attention to it and ask them to copy the word correctly at least five times.

In summary when marking?

- We decide on the type of marking most relevant to moving learning on.
- We mark at least one piece of work a week in detail and write it down on our planning.
- We use GGPT and closing the gap comments.
- Positive comments should be visible.
- We use verbal and written feedback when relevant.
- All work should be dated.
- We use LSCWC when appropriate.
- All recorded maths work is marked with a tick for correct and a spot for "check".
- We write "AS" on work that has received adult support, "TS" for teacher support and "IW" for independent work and "VF" for verbal feedback.
- We use the agreed marking symbols.
- We allow time in lessons for learners to respond to marking and accept that the process of learning is more important than the product.
- In KS1 and when appropriate in the FS, learners initial comments when they have acted on them to close the gap in their learning.

Giving effective feedback to learners

What is feedback?

We use feedback as part of a closing the gap approach towards learning. We understand that using the closing the gap model uses feedback so that it is given during the lesson so that children get the best opportunity to meet the learning intention and that it is not dependent on being marked once the lesson is over and then waiting even longer before they can act upon it.

Effective feedback is more effective in maximising children's learning than marking that is done away from the lesson so it is important that we get this right.

Feedback

- Identifies the processes in the learning. This values the process rather than just the outcome.
- Is not just praising a learner in a generic way "good work, good girl".
- Exists within all aspects of the lesson (not just during the plenary but guides and furthers learning as the lesson progresses).
- Is clearly linked to the learning intention and more specifically the success criteria of the lesson.
- Is not just linked to efforts. It should relate to how the efforts a learner puts in has lead to successes related to the success criteria.
- Can be lead by any learner in the classroom, adults and children alike.

How do we feed back to learners at KIS?

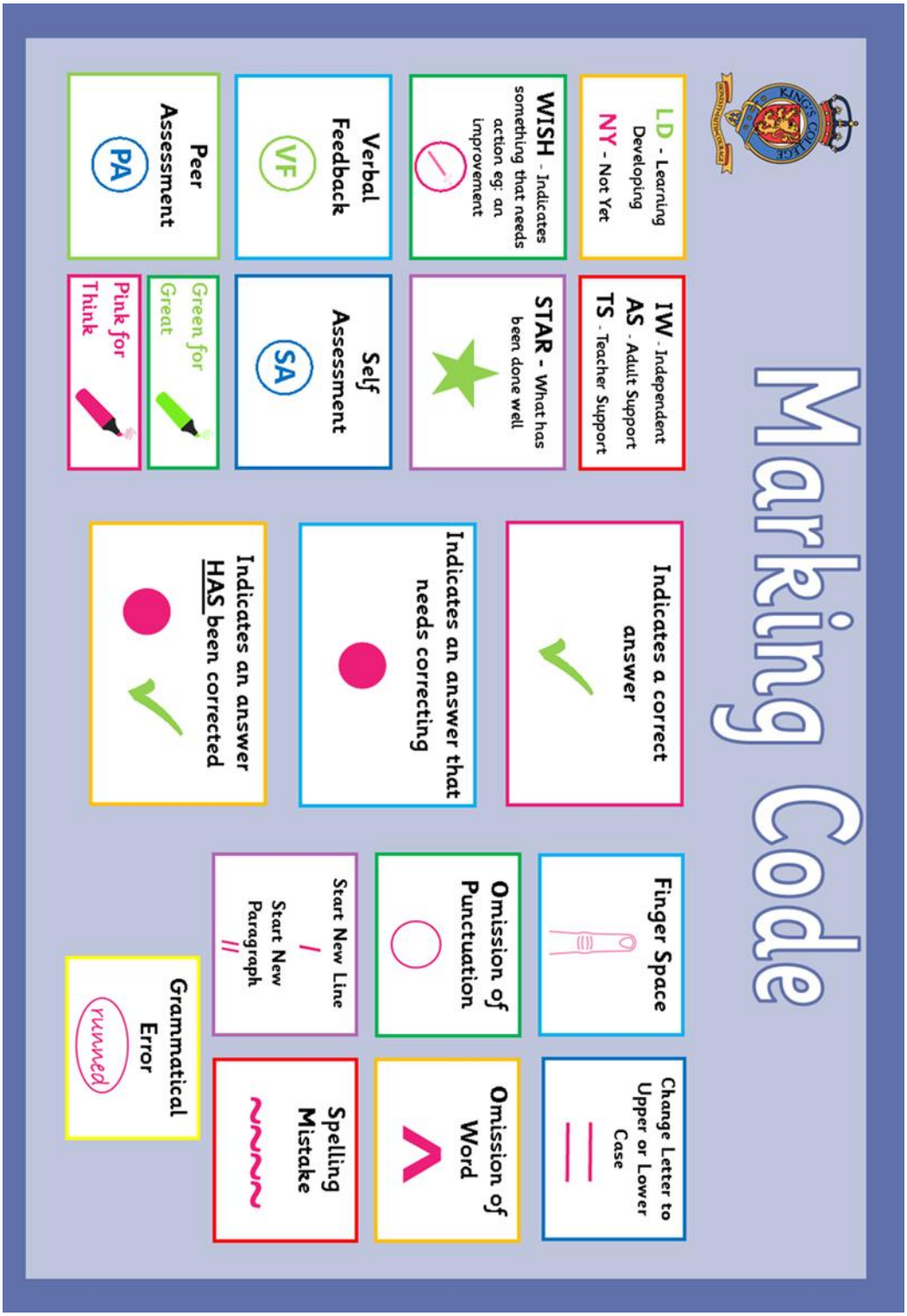
In order that feedback be an effective tool, we always ensure we use and display a learning intention (often displayed as an "I can…" statement). We break this learning intention down into success criteria which can be generated by any learner in the class. Learning intentions should always be shared with the learners regardless of which age phase they are in. At KIS, we are able to judge the best way to share these intentions with our learners. We use WALT: We Are Learning To and WILF: What I'm Looking For. We share our WALT and WILF in a way that makes accessible to all learners (e.g. in a visual, auditory and kinaesthetic way).

We use the following strategies when giving feedback to learners:

- We mark within the lesson using GGPT and closing the gap comments.
- We do mini plenaries within the lesson – stopping the group to check on progress to success criteria and to clear up misconceptions. This is an excellent opportunity to further learning by good quality questioning.
- We give feedback to individual children but ensure we use a voice that can be heard by other learners giving them a choice about whether that feedback is relevant to them.
- We use thumbs up, down or in the middle to check for understanding and to identify who needs further support or 1-5 on fingers.
- We give time in lessons to act on feedback given during that same lesson.
- We give time at the start of lessons to allow learners to act on feedback given in the past (quality marked work for example).
- We understand that the learning process is more important than the product when worrying about time constraints.
- When learners act on feedback (particularly relevant to KS1) they should use the star and wish format.
- We select one aspect of the success criteria and learners peer mark learning/talk partner's work after being taught how to give feedback.
- We use plenaries at the end of the lesson to clarify learning, deepen understanding with questioning, address misconceptions and start to apply what has been learnt to what comes next in the teaching sequence.
- We let the children assess how they felt about a lesson using a traffic light system.
- We praise effort giving explicit feedback about the processes of learning that have resulted in meeting success criteria/learning intentions. We reward this appropriately using class and school systems.

Appendix

Appendix A – Marking Code



Appendix B – Writing marking comments and "closing the gap"

At KIS we use a range of comments to let our learners know how they have met the learning intention or success criteria (when we have marked green for great for example). Marking comments do not need to be long as children are already aware of the WILF.

- Used repeated addition.
- Adjectives
- You know what plants need to grow
- Capital letters
- Range of conjunctions
- Retold the story

We also use a range of comment types to move their learning on and meet the learning intention or success criteria (when you have marked pink for think).

A reminder comment:
These comments are a reminder of what could be improved in the learner's work to move towards meeting the SC or Lesson Objective.

- Say something about what would happen if a plant isn't watered.
- Make your instructions better by using some conjunctions in your writing.
- Remember that multiplication is the same as repeated addition.
- Think of some adjectives to describe the Gruffalo

A scaffold comment:
These comments provide learners with more support than a reminder comment in moving towards meeting the LI or SC.

- What else do plants need to grow healthily?
- Can you think of a different conjunction from "and" and use it in your sentence?
- 5+5+5+5+5= 25 so 5 lots of 5 = ?
- Make your list better by writing the items one underneath the other.
- Think of a word that describes what the Gruffalo looks like.
- One thing that was different about life in the time of the Great Fire of London is ...

An example comment:
These comments give children a choice of words of phrases. It may be that giving the children a choice will mean it will trigger them to think of their own.

- Choose the adjective that you think best describes the Gruffalo as a character
  - The Gruffalo is terrifying.

  OR
  - The Gruffalo is ferocious.
- Which sounds better?
  - First open the packet of seeds and then take one seed out. After that put soil into the plant pot.

  OR
  - Open the packet of seeds and take one seed out and put soil into the plant pot.

For learners who are as yet unable to read comments, a comment should be written onto their work and it should be read to them.

Monitoring, Evaluation and Review:

Our marking and feedback policy will be reviewed next in September 2019 by KIS teaching team to assess its implementation and effectiveness. This policy is agreed on, implemented and promoted throughout our school.

Created and Reviewed by:	**Police Category:**
SLT October 2018	
Approved By:	**Next Review:**
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Approved by KGB: December 2016	**Next Review:**