



Christchurch Infant School

Feedback and Marking Policy

Next Review Date:	October 2024
Date:	October 2021

Aims

- To value children's work and provide clear, timely formative feedback about strengths and areas for improvement
- To make learning more targeted, progressive and purposeful.
- Establish a consistent approach to assessment across the curriculum
- Provide a system which is clear to children, staff and parents
- Establish a consistent approach to marking learners' work, so that children feel valued and have a clear understanding of how well they are doing and how they can improve their learning to reach their potential

Principles

Christchurch Infant School outlines three key questions which underpin highquality marking and feedback:

- Where am I with my learning?
- Where am I aiming to get to with my learning?
- How do I get there?

Feedback and Marking Expectations

- All pieces of work should be dated, acknowledged and indicate the level of support given.
- Each piece of work should have a learning objective at the top, which is assessed against using pink dot.
- Significant pieces of work will require more detailed annotation and the use of 'perfect pink' and 'growing green' marking.
- Children should be given the opportunity within the lesson to assess their own written work, using the year group specific checklist and amend using their polishing purple pen.
- 'Perfect pink' and 'growing green' must relate to the success criteria and/or can also indicate the next steps of learning for the child.
- Time should be built into the lessons to allow the children to respond to their feedback and make 'growing green' improvement.
- Comments should be written neatly at the bottom of a piece of work or in home/school reading records, in ink and using cursive script
- Spelling and handwriting are part of the non-negotiable expectations and words that are consistently spelt incorrectly must be addressed.
- The amount of spellings corrected will depend on the ability of the child and the focus of the lesson. Correction of spellings should be previously taught words, that are appropriate to their stage of learning e.g. common exception words. When appropriate, a spelling may be written at the bottom of a page for a child to practice as part of their improvements.

How will this be monitored?

School will monitor the effectiveness of the feedback and marking system, through scrutiny of work, conversations with staff and children.

Marking Guidelines

General Marking

Work must be dated and simplified learning objectives written or typed at the top of the page. These should include success criteria if relevant to the piece of work or for work in fab books. Feedback on learning should be given as quickly as possible to clarify understanding

- Detailed marking should be completed with the child, or as focussed marking where children are given the opportunity to improve their work. This may be given as verbal feedback.
- Any annotations **not made** by the class teacher, should be initialled by the cover supervisor, supply teacher or member of staff marking the work.
- Where verbal feedback is given, this should be indicated on the work using the correct symbol.
- Work will be assumed to be independent, with work annotated by the Teacher or the Teaching Assistant to indicate any support given and the children's understanding of the task.
- Feedback may also relate to the 'School Values' and indicate where learning behaviours have been demonstrated.

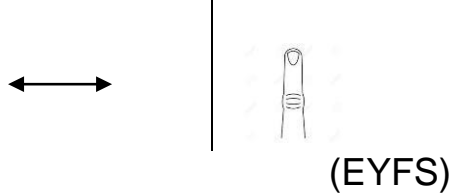

Perfect Pink and Growing Green marking


- Marking should relate to the learning objective and success criteria. The children should always be clear about what the learning focus is.
- Pink indicates progress against the success criteria.
- Green indicates areas to improve. You should find one or two improvements relating to the success criteria.
- Comments relating to the pink and green marking should be written neatly at the bottom of the piece of work, in either pink or green ink, using cursive script.
- Children should be given time and support for their improvements.

Symbols

Symbols can be used to help the children understand the feedback and marking and support workload.

A pink face shows success against learning objective and a green face gives a focus for improvement.

Symbol	Meaning
VF	Verbal feedback given
S	Supported
A	Capital Letters
.	Full stops
	Finger spaces
<i>Ccccc</i>	Handwriting
Sp	Spelling
	Fred Fingers
C	Concrete resources used

P	Pictorial representations e.g. whiteboard used
	Represents amount of work