



**DUDLEY
INFANT
ACADEMY**

DUDLEY INFANT ACADEMY

Feedback and Marking Policy (draft)

<i>Approved by staff</i>	<i>June 2017</i>
<i>Review date</i>	<i>June 2019</i>

Feedback and Marking Policy

'The most powerful single moderator that enhances achievement is feedback' John Hattie

*'...the impact of feedback is 124 times more cost effective than reducing class sizes'
Higgins/Sutton Trust Report*

The staff at Dudley believe that feedback and marking will:

- Provide positive feedback and encouragement to the child.
- Motivate children.
- Identify and illustrate how children can improve their work.
- Assist the teacher in assessing and planning children's work in terms of next steps.
- Feedback can include written, oral, body language, peer working.
- It can come from children, adults and others.
- Be delivered in a consistent way.

We need to make sure our marking and feedback is:

- Read, shared and understood by all children;
- Acted upon;
- Used as part of the dialogue to improve learning and progress;
- A two-way relationship;
- Modelled by children when evaluating their own or a peer's work;
- Simple ~ effective impact and achievable in delivery;
- Making an impact on the equality and rate of learning and progress.

This is done by:

- Providing consistency in common marking strategies throughout the school and across the curriculum.
- Ensuring the children are aware of the purpose and the focus of the marking before undertaking the task.
- Building a growing awareness of self correcting strategies in order to achieve quality work.




The strategies are developed in an age appropriate progression from reception to Year 2.

Strategies we use at Dudley include:

1. At the beginning of each piece of work there will be a learning intention, WALT, and differentiated skills based success criteria (I can statement). This will be displayed in class and stuck in the book at the start of the lesson – in accordance with the expectations below. This will be used where Band statements are to be assessed e.g. in English and Maths across all subjects.

EYFS, Yr1 & Yr2 SENTENCE CHECKER/WALT LABELS

EYFS



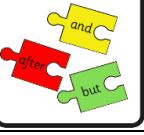
ABC Capital letters	 Finger	 Full stops	 Read it
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YEAR 1

ABC Capital letters	 Finger spaces	 Punctuation	 Read it
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<i>Independent</i>	<i>Supported</i>
WALT: add ed to the end of verbs	Monday 3rd June 2017
<p><u>Steps to success</u></p> <ul style="list-style-type: none"> • Understand how ed changes a word • Identify the sound regular verbs have at the end • Sort words based on the sound they make • Write sentences using words from each group 	

YEAR 2 (N.B – THE YEAR 2 SENTENCE CHECKER WILL NOT BE IN EXERCISE BOOKS BUT WILL BE DISPLAYED IN CLASSROOMS FOR THE CHILDREN TO REFER TO)

<i>Independent</i>	<i>Partner</i>	<i>Group</i>	<i>Support</i>
	ch qu ow ay	A B C	
		?,!	Finally When After
			joined writing
WALT			
<u>Success Criteria</u>			

- Feedback will be given during the lesson as appropriate e.g. a mini plenary and through guided group work with the teacher or TA which may be marked accordingly. Where verbal feedback has been given the teacher should annotate with the code VF = verbal feedback or use the Verbal Feedback stamper.

3. At the end of the lesson, children will be encouraged to peer or self- evaluate against the success criteria. Children will use pink and green colours to show success steps met (pink) and those to work on next (green). Teacher will then mark against this by a tick or by indicating NS for next steps.
4. Children will use this next steps indicator and/or knowledge of what they need to achieve for their personalised target. This will ensure that children are taking their learning forward into the next lesson.
5. At least weekly teachers will undertake quality marking for a piece of work. Children will need to respond to each green comments (so that none are left un-responded to) and improve work using purple polishing pens.
6. Sentence checkers will be used to support learning and for adults to note if work is independent or assisted.
7. The use of 'pink' for 'tickled pink' and 'green' for 'growth' will be used to identify strengths and weaknesses for the work in relation to the learning intention, which will provide additional feedback for pupils and assist in Target Tracker assessments.
All work, including homework is included in this process and marked accordingly.
8. Resources for marking
 - The use of pink and green highlighters will be used when marking. This will show where the child has done well but also indicate an area for growth. Children will then use a purple polishing pen to improve.
 - Teachers will use stamp and stickers to support marking.
 - Leaders will use 'Principal's Team' stickers and initial.

Specific subject marking

English

When marking writing, children should be encouraged to expand their vocabulary. The number of spellings corrected will depend on the ability of the particular child and the focus of the marking. It is appropriate to pick out a common misspelling to focus on in terms of learning that particular rule/word family. Children should put dots under a word they are not sure of and then check this with a dictionary.

Teachers will identify mis-spelt words which should be known to the child with a *sp* by the word. The child will be asked to spell word 3 times or put sound buttons in work (appropriate to the child).

All work should be acknowledged daily with at least one piece of writing being quality marked for each child weekly, or at the end of a unit of work, whichever is soonest, and used to inform Target Tracker judgement. Each child will receive feedback daily to help move their learning forwards whether verbal or written.

Mathematics

Correct answers will be marked with a tick. A small green dot will be placed next to an incorrect answer so that the child can check this calculation and correct it.

Errors which arise as a result of the child not understanding the concept should be discussed with the child and used to support further intervention in the afternoon when appropriate.

All work should be acknowledged daily with at least one piece of maths being quality marked for each child weekly, or at the end of a unit of work, whichever is soonest, and used to inform Target Tracker judgement. Each child will receive feedback daily to help move their learning forwards whether verbal or written.

All other subjects

Work to be marked on an ongoing basis. Developmental marking to be present at least once per week.

TA & Support Staff

TA's and support staff working with groups or classes are expected to acknowledge children's work with initials or stamp in line with policy.

Marking code

The marking code must be displayed and children need to understand it. When correcting a piece of work the teacher needs to adhere to the code.

Please see appendix A.

Please also refer to the Assessment for learning policy.

Monitoring and Evaluation

Senior leaders will collect work from each class on a regular basis to monitor the implementation of this policy. Feedback will be added into Perspective

Reviewed by All Staff	June 2017
Approved by the Governing Body	June 2017
Next review date	June 2019

Appendix A (Marking Code overleaf)

DUDLEY INFANT ACADEMY
MARKING CODE
2017-2018

Sp - Spelling mistake

△ - Punctuation

/ - Finger space

// - New paragraph

/\ - Missing word

VF - Verbal feedback

Ⓢ - Marked by supply / PPA

Ⓜ - Teacher's initials / TA's initials

N.B. This document is Appendix A from the
Marking and Feedback Policy