



**DUDLEY INFANT ACADEMY**

**Feedback and Marking Policy**

<i>Approved</i>	<i>September 2022</i>
<i>Review date</i>	<i>September 2023</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.
- 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:

### **EYFS**

In the Early Years Foundation Stage, feedback is given verbally at the time of an activity, whether adult led or child initiated and next steps in learning are planned. Children have opportunities to understand what they have done well and what they need to do to improve.

### **KEY STAGE 1**

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 Target Tracker Band statements are to be assessed e.g. in English and Maths. In wider curriculum books, the academy drivers will be stuck in and highlighted accordingly.

EYFS, Yr1 & Yr2 SENTENCE CHECKER/WALT LABELS

**WIDER CURRICULUM**

<i>Independent</i>	<i>Partner</i>	<i>Group</i>	<i>Support</i>
COMMUNITY AND LOCATION	ADVENTURE AND INTRIQUE	NURTURING YOUNG MINDS	MORAL VALUES AND DIVERSITY
WALT:			
Date:			
<u>Success Criteria</u>			

**YEAR 1**

ABC			
Capital letters	Finger spaces	Punctuation	Read it

<i>Independent</i>	<i>Supported</i>
WALT:	
Date:	
<u>Success Criteria:</u>	
	

**YEAR 2**

<i>Independent</i>	<i>Partner</i>	<i>Group</i>	<i>Support</i>
WALT:			
Date:			
<u>Success Criteria</u>			

2. 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 or TA should annotate with the code VF = verbal feedback.
3. Work should be marked daily and 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.
4. Children will use next steps indicators and/or knowledge of what they need to achieve to ensure that children are taking their learning forward into the next lesson.
5. Talk for Writing 'Hot' and 'Cold' tasks must be marked and used to inform planning and assessment

6. At the end of the lesson, children will be encouraged to peer or self- evaluate against the success criteria *where appropriate*. Teacher will then mark against this by a tick or by indicating NS for next steps.
7. Sentence checkers will be used to support learning and for adults to note if work is independent or assisted.
8. 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.
9. Teachers will model handwriting expectations when writing feedback in children's books
10. Resources for marking
  - Appendix A – Marking Code
  - The use of pink and green pens and 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 a stamper to support marking where appropriate.
  - Leaders will use 'Principal's Team' stickers and initial when undertaking books looks/reviews

## **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 when checking and editing work.

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).

### 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 or pre-teaching sessions when appropriate.

All work should be marked daily with at least one piece of maths being quality marked for each child weekly. Each child will receive feedback daily to help move their learning forwards whether verbal or written.

### Wider Curriculum

Work to be marked on an ongoing basis. Developmental marking to be present in all subjects at least once per term.

### 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 be provided with explicit opportunities 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 undertake book looks on a regular basis to monitor the implementation of this policy. Feedback will be added into Perspective.

Reviewed by All Staff	September 2022
Next review date	September 2023

## **Appendix A (Marking Code)**

## DUDLEY INFANT ACADEMY MARKING CODE

Sp - Spelling mistake

△ - Punctuation, including capital letters

/ - Finger space

// - New paragraph

/\ - Missing word

VF - Verbal feedback

Ⓢ

- Marked by supply

Ⓜ

- Job share teacher's initials/ PPA cover/  
TA's initials

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