

Respectful, Kind, Curious and Ambitious



Marking and Feedback Policy

Academic year 2023/2024

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We believe that the most useful feedback is 'in the moment,' where children can receive useful and timely feedback that moves their learning forward straight away.

Principles

At Maidenbower Infant School and Nursery we believe that the purpose of marking children's work is to:

- Celebrate and raise achievement
- Move learning on
- Address mistakes or misconceptions immediately
- Inform future planning
- Assess progress
- Support Children's self-assessment

Feedback and Marking – GENERAL GUIDANCE

Children's work must be marked in a consistent and developmental way. All assessments made through feedback and marking must impact on the children's progress and on future planning. Marking should be short, sharp and in the moment. It should be meaningful, motivating and manageable.

We use WALT (We are learning to..) on a sticker which is stuck in every child's book. WALTs **must** come from the school's curriculum progression documents and be very specific, not general. **The WALT should be the learning outcome not the activity.**

WB 5.9.22

SCIENCE: MATERIALS

WALT name and identify different materials.

Adult focus

With Support

Unaided

Stickers should also include the support given to a child.

- Adult focus
- Unaided
- With support

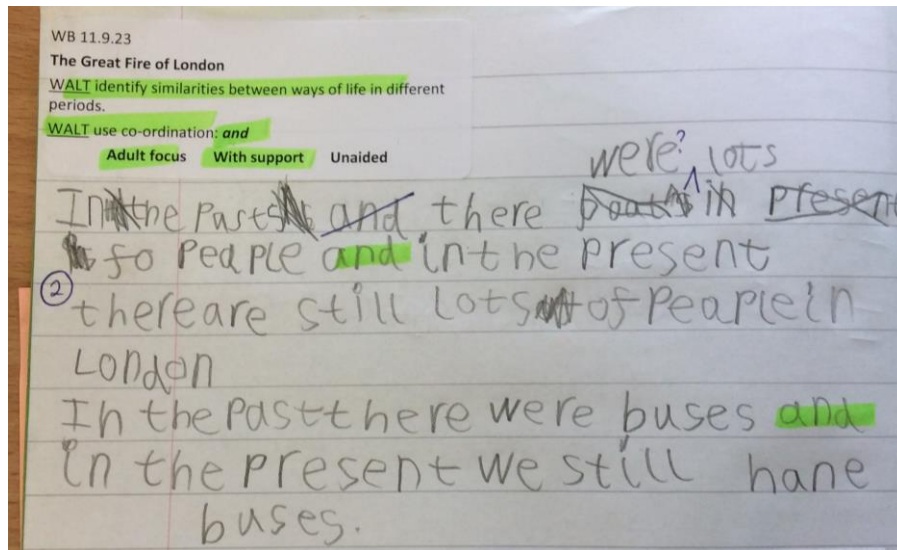
Feedback and marking should...

- Relate to what is taught, reinforcing the WALT (shared with the children and displayed on a sticker in their books);
- be positive, including where mistakes have been made

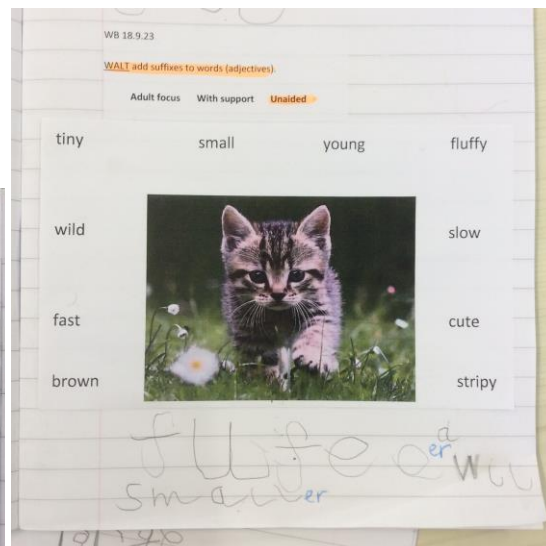
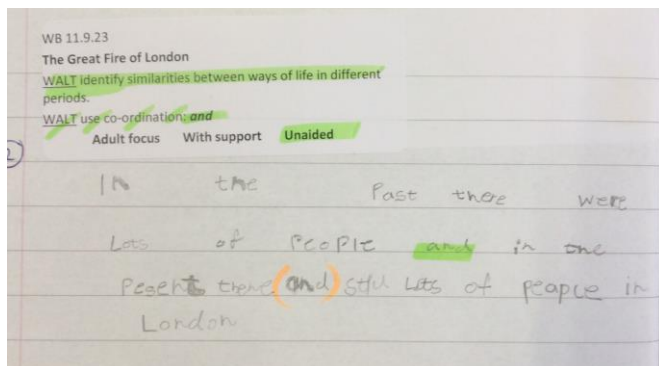
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Feedback and Marking Techniques – All these techniques can be completed during a lesson as the learning is happening. Both teachers and TAs can use the techniques and children in Year 1 (summer term) and Year 2 can be trained to mark their own work.

- Highlight the WALT using **green** highlighter to indicate that the WALT has been achieved



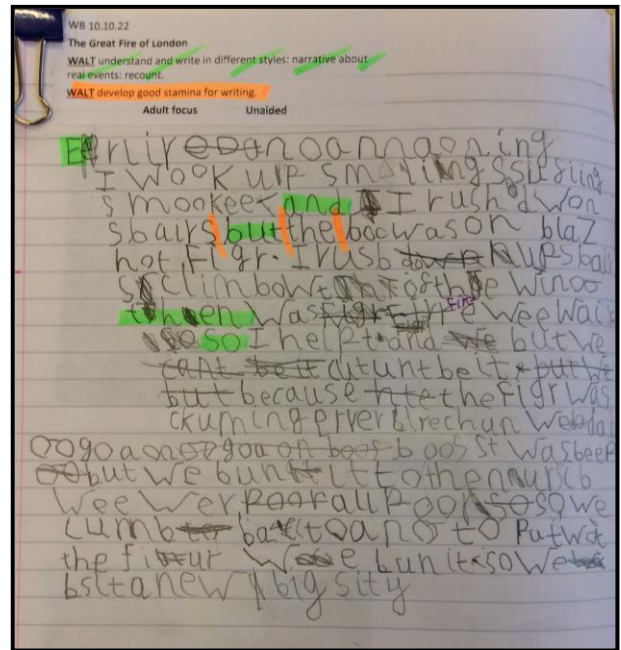
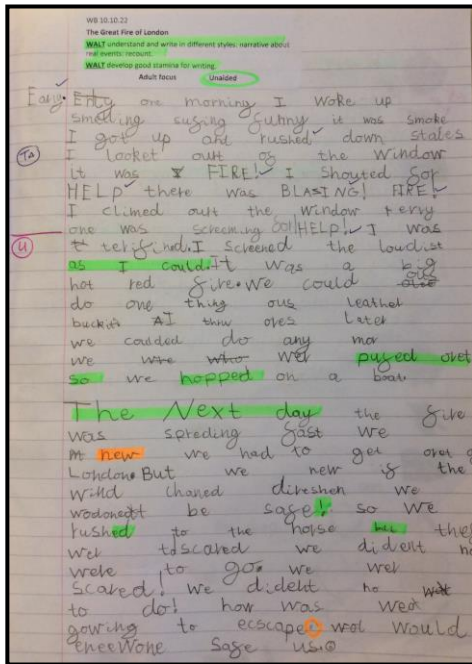
- Use **hashed green** highlighter to indicate where the WALT is **partially** met



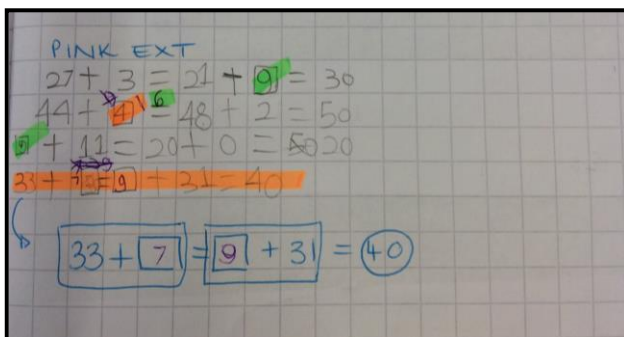
- Use **solid orange** highlighter to show where a WALT has **not** been achieved or where improvements are needed

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- **Green** highlighters will be used in the body of work to identify a word/phrase/punctuation mark that has been used successfully, related to the WALT.
- **Orange** highlighters will be used to make suggestions for improvement or to identify a misconception and/or mistakes, based on the WALT or skill being taught (highlight orange)
- Verbal reminders should be given for general mistakes that are not related to the WALT e.g. missing capital letter. They do not need to be highlighted in orange.



- Purple polishing pens should be used by the children to self-correct/ improve work
- **Blue** pen should be used by teachers or TAs when they write in children's books or when explaining work or capturing pupil voice



CH

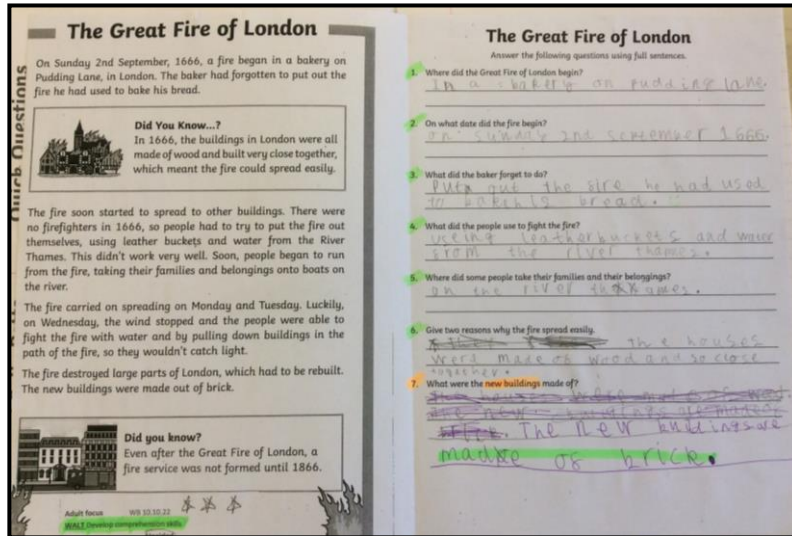
- 'CH' written in a circle by an adult will be used to provide a 'challenge'.
- This could include: true or false; prove it; to consolidate; to explain; to extend thinking.

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- Note the 'child's voice whenever possible and record
- If adults write in a child's book they will use a blue pen

Foundation subjects:

Green/orange highlighters to be used to indicate whether the WALT has been met during the lesson. In Foundation Subjects, marking should link to the skill being taught.



Early Years Foundation Stage

In the Early Years Foundation Stage, adults give verbal feedback to children 'in the moment'. This may be when they are taking part in an adult focused activity or when they are taking part in child-initiated play. Adults give positive feedback and praise children on their effort. They then sensitively give constructive feedback to children by using enquiry based sentence stems such as 'I wonder if...?' or 'Maybe we could try...?'. When giving feedback for writing, adults praise and give verbal feedback. They model the correct letter formation and encourage children to correct where necessary.

Teachers record children's 'wow moments' in their learning on their Portfolio on the Class Dojo online platform. Comments are objective and positive, focusing on what the child has achieved. Next steps may also be recorded if acted on in the moment with the child. Parents can also share their child's achievements on their portfolio.