

BUSHFIELD ROAD INFANT SCHOOL

MARKING AND FEEDBACK POLICY

AUTUMN 2019

Marking & Feedback Policy

‘Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.’ OfSTED 2019

- Ofsted does not specify the frequency, type or volume of marking and feedback in pupils’ books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.
- Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers’ workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.

Principles & Purpose

Feedback is an integral part of the assessment process as it is integral to promoting children’s learning; feedback should make learners think!

The Teachers’ Standards state that teachers should:-

‘give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.’

However, the impact on teacher workload must be taken into account when reviewing, developing and following marking practice.

In our school, marking and feedback will be given verbally and include written comments for children to respond to. Consistently high quality marking and constructive feedback from teachers will ensure that all pupils make rapid gains.

Marking and feedback will:-

- be specific, accurate and clear
- promote the quality of learning and raise attainment
- recognise achievements and indicate next steps/ways forward
- provide teachers with opportunities for assessment of understanding, possibly leading to adaptation of future lessons through planning or grouping
- be directly related to the learning objective of the lesson
- encourage and support further effort
- include peer and self-assessment to enhance learning
- help parents to understand strengths and weaknesses in a child's work

Opportunities for feedback during the lesson should be frequent and allow children to respond as soon as possible.

Marking

A common and consistent method of marking will be used by all staff:-

- Teachers comments will be linked to the learning objective/success criteria of the lesson and should be accessible to pupils according to age and ability
- Comments will be written in black pen
- Teachers comments will be written using the agreed handwriting style to provide a good model for the children and set high expectations
- Correct answers in maths will be marked with a tick and incorrect answers marked with a dot.
- 'Target met' stickers will be used to identify whether the learning objective has been met in books
- A 'Verbal feedback given' stamp will be used to denote verbal feedback given at the point of intervention
- Teachers will highlight the next steps/corrections to 'fix' in yellow highlighting marker
- Children will have an opportunity to respond to marking and feedback by completing corrections and improving their subsequent work which will then be acknowledged by the teacher
- In written work, teachers will correct or request the pupil to 'fix' the misspelling of high frequency words
- Children will be encouraged to underline their own mistakes and erasers will be used at the discretion of the teacher
- A finished piece of work will be ruled off by the teacher using pencil so that children can begin the next piece of work underneath

- In KS1, teachers will ensure that pupils write the date and title for each piece of work
- In KS1, pupils will be encouraged to edit their work using a green pencil crayon.
- Teachers will ensure that children set high expectations for themselves and their work. High standards in presentation and handwriting will be encouraged.

Regular work scrutiny by the SLT will ensure that high standards in marking are maintained and that marking is consistent and effective across the school.

MODERATION OF POLICY

The Head Teacher is responsible for monitoring the implementation of this policy. The SLT and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy.

- ***Written: October 2019***

To be reviewed: October 2020