Valley End Church of England (VC) Infant School

MARKING AND FEEDBACK POLICY

Autumn 2024
Review: Autumn 2025   **15 C & L**

1. RATIONALE:

At Valley End Infant School, we believe that marking and feedback has a powerful impact on learning and that it plays a significant part in raising levels of achievement. Marking and feedback plays a meaningful part within the learning environment of the school.

2. PRINCIPLES:

Marking and feedback is a significant part of our assessment of the learning process.
Effective marking and feedback allow children to become aware of their own strengths and areas for development and helps them become more successful learners. Effective marking and feedback also allow the teacher to become aware of learners meeting or not meeting specific learning objectives. Marking and feedback allows children to take ownership of their learning so they can reflect; self-assess and assess each other's learning.

3. PROCEDURES:

Effective assessment for learning depends on the teacher and child having absolute clarity about the learning objectives and the success criteria needed to meet them.
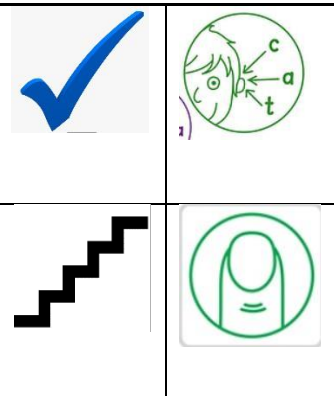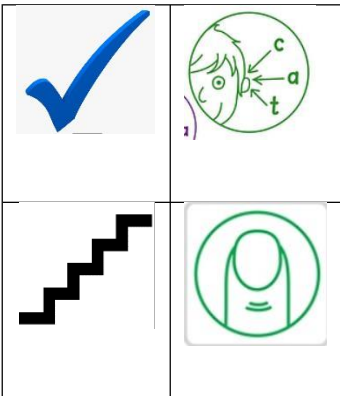
All planning and pieces of children's work, will have specific learning objectives written on them. Where a piece of work is not available, a verbal exchange will take place where the Learning Objective and Success Criteria will be shown on a slide and discussed. Teachers and children's marking and feedback is set against these clear objectives and success criteria enabling both teacher and learner to focus on specific learning steps and how they can be met. All staff, including Higher Level Teaching Assistants and Teaching Assistants, adhere to this policy when marking pupils' work.
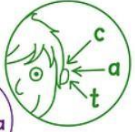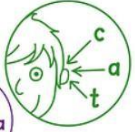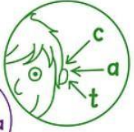
3.1 Marking for success and improvement:
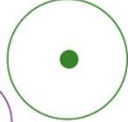
Marking highlights successes and the indication of improvements against a specific learning objective. Children are given time to reflect on their marked work in order to acknowledge success and to move on in their learning by focusing on any improvements suggested by the teacher. Teachers mark work according to the needs of individuals, groups and whole classes and this will vary from task to task and from cohort to cohort. Teachers will mark in blue pen, and children will edit and respond to marking in purple pen/pencil. 'In the moment' marking is used as much as possible so that all children are given immediate, meaningful feedback and can make changes based on this 'in the moment'. Answer may be scaffolded by the teacher to enable success.

Marking Writing

Year Group	
EYFS	• 'I' to indicate if a child has worked independently.

Year 1 and 2	• Verbal response given whilst on task is indicated by a 'VR'. • 'S' to be used when a child has been supported. • If a child has achieved all of the Learning Objective, then put a large tick next to it. If they have only achieved some of the Success Criteria and therefore not achieved the whole learning objective, then just place small ticks next to the Success Criteria they have met and leave the learning Objective blank. • Teachers will use these stamps when appropriate. 		

- Next Step staircases may sometimes include a responsive comment e.g. three lines _____ _____ _____ to show that the key word needs to be re-written three times for practice.
- Teachers will use a circle to indicate where a capital letter has been missed – the child will then write the missing capital in purple pen/pencil.
- Where appropriate, teachers will underline incorrect common exception/tricky words, and the child will re-write it.
- An upward arrow and a line may be used to indicate where the teacher would like the child to write in a missing word or to add in further vocabulary.
- Where full stops have been used incorrectly – teachers will underline any which are incorrect, and put a small line for children to add in a missing full stop.
- After Next Step marking it may sometimes be appropriate to include a question for children to respond to or which prompts them to re-read and edit their work.

Year Group	Reception	Year 1	Year 2
Stamps used			

Success and Improvement marking symbols – Maths.	
Year Group	
Year 1 and 2	• All number reversals will be corrected by children in purple pen the following day. This will be indicated by the teacher circling the number and leaving a clear save for the child to re-write it. • Any incorrect answers will be given a dot and a box drawn for a new answer. • Assembly time used to work with children who have not achieved the learning objective the previous day. • Twice per week the teacher or HLTA will give written feedback to children indicating an area to improve. (e.g. One number per square.) They can also pose a question for the child to respond to in purple pen. • If a child has achieved all of the Learning Objective, then put a large tick next to it. If they have only achieved some of the Success Criteria and therefore not achieved the whole learning objective, then just place small ticks next to the Success Criteria they have met and leave the learning Objective blank. • Verbal feedback is given against specific learning objectives.

Foundation subjects: If a child has achieved all of the Learning Objective, then put a large tick next to it. If they have only achieved some of the Success Criteria and therefore not achieved the whole learning objective, then just place small ticks next to the Success Criteria they have met and leave the Learning Objective blank. When appropriate, questions will be posed to deepen the child's understanding or to move learning on.

3.2 Success and improvement through oral feedback.
It is acknowledged that the most effective feedback to the children is verbal. In this way children can hear about their next steps and be a part of a conversation about them. Children are able to ask questions and clarify terminology to help their understanding, and in this way can make faster progress. When working with individuals or groups of children, where appropriate, teachers give oral feedback against specific learning objectives, in order to show the children where they have been successful and how they might improve their learning. The initials VR may be used in books to indicate this.

3.3 Effective self-assessment:
In order for children to take ownership of their learning, children are given regular opportunities to assess their own learning against specific learning objectives. This would include highlighting successes and offering an improvement in a verbal format. This could be demonstrated by underlining or highlighting successes or by a 'thumbs up' (across the whole school). They will also be given opportunities to use 'Purple Pens' in order to edit and assess their own work.

3.4 Effective peer assessment:
Children are also given opportunities to assess each other's learning against specific learning objectives and/or success criteria. Learners are trained to highlight each other's successes and, if appropriate, make one suggestion for improvement/ development. This is achieved through questions in EYFS and Year 1, such as "What went well?" and "What would make it even better?" Year 2 introduce the system of "Two stars (successes) and a wish (improvements)'.

3.5 Acknowledgement marking:
This style of marking takes place on written work not marked using the Success and Improvement style of marking. A tick is usually given against a specific learning objective that is written within a title or annotation. This style of marking still informs the teacher of a learner's progress against specific learning objectives and/or success criteria.

3.6 SeeSaw

Some children's work is documented on or submitted through the online platform – 'SeeSaw'. All teachers must assess the learning submitted through this platform with the same scrutiny as they would written work and give appropriate feedback.

3.6 Emotional marking:

This involves emotive comments written on appropriate pieces of work specific to the child to celebrate success and to encourage.

4. Links to other policies:

Teaching for learning,
Assessment
Special Educational Needs