

EYFS & KS1 Marking and Feedback Policy

In order to achieve consistency when marking work, our Marking and Feedback Policy must be adhered to. This document aims to promote a school ethos where positive achievement is recognised and celebrated.

MARKING:

- Should aim to assist learning and raise standards.
- Helps children know how well they are doing - it is an important aspect of the dialogue between teacher and pupil, recognising achievement, valuing effort and influencing future learning.
- Is part of the ongoing learning process: it can encourage & motivate; help correct errors & clear up misunderstandings; gives opportunities to set targets & indicate next steps; informs planning and contributes to assessment.
- Marking and Feedback is an important part of an ongoing learning process, not simply a judgement on an end product. Children should be involved in the marking and feedback process as much as possible.



Marking and Feedback Guidelines.

1. Teachers should always model neat use of continuous cursive handwriting. All marking must be done in green pen.
2. All work should be dated and initialled.
3. Written comments should be positive and should encourage and challenge children to identify future learning. Marking and Feedback should predominantly relate to the learning objectives, success criteria and the pupil's individual learning targets. General attainment, presentation and work ethic may also be commented upon.
4. As well as celebrating success, a target for further improvement should also be given whenever appropriate. Next steps / follow up questions should be used and children should be given time to respond to these when the work is returned.
5. Smiley faces, stickers and stamps can be used to recognise good work. 😊
6. Verbal feedback should be given to the child when appropriate in order to identify targets/areas for improvement. A stamp etc. should be used to show feedback has been given and the children could use a smiley face and their own initials to show it has been received. Staff should make a brief note of what has been discussed with the child. Children in Year Two may also be asked to note what has been discussed if appropriate.
7. Verbal feedback should be given during the activity in addition to responding to a finished product. It should be noted in the relevant position on a child's work when feedback is given. As the child continues the teacher should comment on whether the child has responded appropriately.
E.g. if you discuss some writing with a child and you have encouraged them to

use more describing words you simply need to write “describing words” next to the stamp. Then, when reviewing the child’s work, you can comment on whether they have done so.

8. Highlighting will be used to feedback to the child regarding good examples of the Learning Objective in green or used to show an area requiring development in pink. Additional writing skills demonstrated, not relating to the Learning Objective, which are not highlighted in green should be recognised in your comments. E.g. fabulous vocabulary, excellent punctuation etc.
9. Guided sessions, where the children use the visualiser to share their work and receive feedback, can be helpful in addressing misconceptions and raising standards across the class.
10. Assessment labels related to the lesson objectives and success criteria should be used to help focus marking. No other teacher marking is necessary unless you need to indicate why the Learning Objective has not been met.
11. Marking and Feedback should be proportionate. Teachers should use professional judgement to decide the level of detail required for each task. Where a lighter marking approach is used it should still be focused towards the LO and targets where possible. Team leaders and SLT will monitor marking on a regular basis to ensure consistency.
12. Areas for concern, such as repeated errors or an obvious lack of understanding, should be dealt with immediately. This can be done by building in time for quality feedback. Children should be given opportunities to respond to marking where appropriate.
13. Support staff should be involved in giving verbal and written feedback where appropriate under the direction and guidance of the class teacher. Where support staff give feedback they should initial it. The class teachers should still mark the work, using the comments and feedback from support staff to inform this. All work should be initialled by the teacher so that the child knows it has been seen.
14. Children should regularly be encouraged to self-assess their work by using a checklist or verbal response. This **must** be acknowledged when marking/giving feedback.
15. PPA cover and supply teachers should be requested to mark the children’s work in accordance with this policy. Where possible class teachers / team leaders should liaise with supply teachers to ensure they understand their responsibility regarding marking. SLT should be informed if there are any concerns in this area.
- 16. It is expected that children will act on guidance and demonstrate progress over time. Where marking and feedback is repeatedly raising the same issues, teachers and other staff should work with the child to plan strategies to help support them in making progress.**
17. Literacy writing frames should have a designated marking box at the bottom of the sheet.

Mathematics. ✓

1. Crosses should not be used- the child should have another go.
2. Incorrect answers can be identified by a dot next to the sum.
3. Work should be initialled and dated.
4. Positive written comments can be used appropriate to the assessment.
5. If a child has clearly misunderstood or requires additional support a relevant comment should be written to acknowledge this and to inform the next steps.

Comprehension.

1. Ends of sentences can be ticked.
2. Work should be initialled and dated.

Written work.

1. Stories should not simply be ticked.
2. Work should be initialled and dated after relevant comments have been made.



Key Skills

1. Words spelt incorrectly should be underlined in pencil. (Also see points 3 and 4). This may not be applicable to the Early Years if there are a number of different words spelt incorrectly.
2. Whilst rarely the main focus, children should be given feedback and support regarding spelling, punctuation and grammar. Professional judgement should be exercised to avoid over-marking these areas. We must strive to engender a culture where children are adventurous with vocabulary and sentence structure without fear of being penalised. On the other hand, children should be aware that we expect them to always try to spell high frequency words correctly and use basic punctuation accurately.
3. If there are lots of spelling mistakes, common frequency words that are misspelt can be corrected on the first occasion by writing the correct spelling above or asking the child to practise the word a few times at the bottom of the page.
4. If the key focus is creative content, children should be encouraged to have a go at spelling adventurous words. Children should indicate to the teacher that they are unsure of the spelling by drawing a squiggly line under the word. This is to prevent the creative process being hindered by the need for the child to find the correct spelling at that time. This is only for adventurous vocabulary and should not remove the expectation that high frequency words should be spelt carefully. When marking, teachers should acknowledge and praise the attempts and, if appropriate, indicate correct spellings or allow for dictionary / word bank correction.

Foundation Subjects.

1. All written tasks for each of the foundation subjects will have an appropriate assessment label. This will outline the learning Intention and have an area where the teacher can tick to indicate if the Learning Intention has been achieved or is still developing.
2. The label needs to be dated and initialled.
3. No other teacher marking is necessary unless you need to indicate why the Learning Objective has not been met.



EYFS and KS1 Marking and Feedback Quick reference guide

- Marking and feedback is part of the ongoing learning process not just an end result judgement.
- Staff to mark in green pen and initial work.
- All work to be marked before it is returned to the children which should be as soon as possible after the work was completed.
- Marking and Feedback should relate to Learning Objectives and Success Criteria.
- Verbal feedback can be used. Use a speech bubble, sticker or stamp and staff member's initials. The topic discussed can also be noted.
- Assessment labels can be used.
- Stamps, stickers and smiley faces can be used.
- Areas of achievement should be noted and targets given. Next steps and follow up questions should be used.
- Presentation, spelling, punctuation and grammar can be marked but is rarely the main focus.
- Children should be encouraged to use adventurous vocabulary / sentence structure without fear of punitive marking.
- Children are expected to take care to apply key skills carefully and consistently.
- In maths, correct answers should be ticked and incorrect answers should be marked with a dot. Children should have the opportunity to make corrections.
- Support staff can be involved in the marking and feedback process for children they work with. Teachers should still mark the work.
- Self-assessment should be used as part of the marking and feedback process where appropriate.
- Supply teachers must mark children's work in accordance with this policy.