

Skegness Infant Academy Marking and Feedback Policy

Introduction:

This policy was agreed and devised by the whole staff at Skegness Infant Academy in consultation with Skegness Junior Academy to ensure a consistent approach across both Academies. Marking should be used as a positive strategy to:

- Assess where the child is
- Inform future teaching and learning
- Set next steps to develop and take learning forward
- Monitor progress
- Ensure high standards are achieved
- Allow pupils to respond in an appropriate way relating to their developmental level

Rationale

The purpose of marking is to inform pupils how well they are performing and to offer guidance on how they can improve. Marking may take the form of verbal or written feedback, however whatever method is used it is important to note on the pupil's work what guidance has been offered. This then acts as a reminder for both the teacher and the pupil.

Implementation

The implementation of this policy is the responsibility of all staff and should be consistently applied across year groups by all those working with the pupils in school (including supply staff and support staff).

Entitlement

All pupils are entitled to have their work valued and to receive a positive and constructive response.

Purpose: Reasons for marking

- To recognise, encourage and reward pupil's efforts and achievement and celebrate success
- To provide a dialogue between teacher and pupil and clear appropriate feedback about strengths and areas for development in their work
- To indicate how a piece of work could be improved against assessment criteria
- To identify pupils who need additional support or more challenging work and to identify the nature of the support or challenge required
- To inform future planning
- To enable pupils to be engaged in their learning and next steps Nature of feedback

- Comments should refer to the learning challenge of the task
- Comments may be oral or written
- Comments may be given on a group or individual basis
- Comments may form the basis of discussion about individual targets

Marking should be developmental across the school Foundation Stage 1. In FS1 pupils work should be valued. Comments can be used to indicate pupils' response to their work/pictures e.g. "me and mummy are shopping". In addition marking can indicate pupils' progress in writing development— e.g. Well-done Tom, you wrote your name today. Foundation Stage 2 Similarly in FS2 marking can be used to indicate what pupils have said about their work. It should also begin to be used to indicate how pupils have achieved against a specific learning challenge and the degree of independence. Stampers as in Key Stage 1 to be used in literacy only from late Spring onwards as pupils begin to form sentences. Staff will introduce the language of "tickled pink" and "green for growth" at this stage. Pupils will share their "Magic Moments" books to celebrate achievement and be aware of their next steps. This approach may change over time due to the planned introduction of electronic learning journeys.

Key Stage 1 Marking guidelines:

- Visual cues should be included in the Success Criteria for a task and within marking where possible
- Pupils' work should be highlighted in pink (Tickled Pink) to indicate what a child has done well. The "My Teachers says well done" stamper should be used alongside a pink pen to make a comment e.g. you remembered to use a time word
- Pupils' work should be highlighted in green (Green for Growth) for areas to develop i.e. next steps. The "My Teacher says your target is" Stamper should be used alongside a green pen to indicate next steps, e.g. next time try to use some different time word such as after that, finally.
- In Y1, staff should initially identify next steps with their guided group as part of the session and allow these pupils time to respond within that session.
- As pupils develop the next steps can be written ready for pupils to respond the next session (time should be planned for this).
- Other pupils' work should be assessed by the teacher and comments made if appropriate
- Work should be marked to the Learning Challenge and Success Criteria, or individual targets dependent on the needs of the child.
- Pupils should be writing the Learning Challenge onto their work when they are working in Year 2
- Marking notation – I = independent (if the pupil is initially supported by an adult) , V = verbal feedback given (this could be indicated on child's work and then work taken in and marked more fully). T = teacher supported. TA/LA = teaching/learning Assistant supported including comment on how much help has been given. S = pupil supported.

- Mistakes or corrections in mathematics should be indicated by a dot and a box for the correction – i.e. no crosses
- In Y1 next steps will be included on any focused observations. These will then be expected to be followed through in subsequent planning.

Pupils' self and peer assessment

It is important that pupils begin to develop confidence in assessing their own work and reflecting on their learning. Traffic light systems are to be used as appropriate in plenary sessions and pupils encouraged to think carefully on their and others learning. As pupils progress in Year 2, (or earlier if ready), pupils may use pink and green post-its to self-assess. Peer assessment should be modelled in a supportive way.

Monitoring and Evaluation

The monitoring of this policy is the responsibility of the Senior Management team alongside the Principal.

Review : This policy will be reviewed in accordance to the review cycle.