



Kenmore Park Infant & Nursery School



Feedback & Marking Policy

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This policy statement is not to be read in isolation, but in conjunction with all other school policies.

At Kenmore Park Infant & Nursery School, we believe that feedback & marking is an essential part of planning, assessment, teaching and learning. (**Article 3:** *All adults should do what is best for you. When adults, make decisions, they should think about how their decisions will affect children*). Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards (**Article 29:** *Your education should help you use and develop your talents and abilities*).

Purpose

The purposes of our feedback & marking policy are:

- To provide information for *summative* assessment and inform planning – *assessment for learning (AfL)*
- To encourage, motivate, support and promote positive dispositions of effective learners
- To raise expectations
- Through feedback (verbal, written, peer) address errors and misconceptions
- To recognise achievement, presentation and effort
- To provide constructive feedback
- To show pupils that we value their work
- To allow pupils to reflect on their past performances and to review targets together with the teacher (**Article 12:** *You have the right to give your opinion and for adults to listen and take it seriously*).

Key Principles:

At Kenmore Park Infant & Nursery School feedback & marking should:

- Be obvious on every piece of work
- Be constructive
- Be related to needs, attainment and ability
- Be related to specific learning objectives (**WALT - We are learning to...**) which the pupils should know in advance
- Be related to **success criteria** which are communicated & composed with the learners
- Wherever possible, be accompanied by verbal comments
- Follow consistent practice throughout the school – so that children are given consistent messages using vocabulary which they will become increasingly familiar
- Ensure that pupils know how well they are doing and what they need to improve to make further progress (**wish**)
- Provide pupils with opportunities to assess their own work and that of others (linked to Building Learning Power/**Visible Learning**)

In the Foundation Stage:

- Verbal feedback is given to each pupil individually, whenever possible
- Each piece of significant work (identified through professional judgement) is scale pointed to inform assessment
- Positive comments show the child's progress.

In the Foundation Stage:

- Verbal feedback is given to each pupil individually. Children are encouraged to identify things that they have done well and ways that they can improve their work.
- Teachers refer to the visible learning displays to support children with identifying what they need to do to move their learning forward.
- Teachers will indicate how much support was given to complete a piece of work using the codes in appendix 5.

Self Assessment:

- In the Early Years, children are encouraged to self- assess their work.
- The learning intention and success criteria for a piece of writing is shared with the children verbally before and whilst completing written activities.
- Success Criteria are made accessible to children by using child friendly language and including 'I can' statements.

Professional Judgement

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers must use their professional judgement when deciding how many corrections to mark.

Frequency of diagnostic, written feedback

The expectation is that work in English and mathematics is marked diagnostically on a regular basis by the Class Teacher for every child. The marking will be diagnostic as it will identify features which the child has done well (with a star) and one area for improvement which the child needs to action in order to take their next step in learning (a wish – illustrated by a 'wand' (a star on a stick – see Appendix 3 for example).

In order to make the comments clear, **stars will be written in green** and **wishes in purple**.

Wishes will be written as a star with a wand

Children's responses to teaching/support staff comments will be written in blue pen.

If a child makes an error in their work which a teacher wants them to correct, the section will be marked with a **(C)** for correction.

The comments will usually relate to the success criteria or learning objective (WALT).

Timing of diagnostic feedback

Typically, the timing of this feedback/marking will have been strategically planned by the teacher prior to the start of the week's learning. However, this diagnostic marking can be applied at any point depending on the achievement of the child.

Diagnostic marking can be applied at any point depending on the learning focus and Achievement (learning needs) of the child. Most marking provides some form of feedback which is used to inform planning and next learning steps.

Children are expected to be given opportunities to respond to this marking and for opportunities to be planned in by the class teacher for this to occur. This could be through adaptations to whole-class teaching sessions, through small 'guided groups input' or through changes to subsequent lessons. Children who are not able to read comments may be given their feedback orally. This may be given by class teachers or support staff.

Mr Marker

With an increasing focus on **visible learning and raising standards in the 'basic skills'**, KPINS is using a visual marking system in English and cross curricular areas. Mr Marker (see Appendix 1) is a face constructed of punctuation marks and symbols denoting good practice in English (e.g. write on the lines.)

Mister Marker is introduced from Reception and continues to be built on in KS1. Mister Marker (illustrated in Appendix 1) is the one used in Y2.

Examples have been constructed for Year 1 and EYFS with fewer features which can be found on the school's intranet.

Mr Marker will feature in the WALT & Success Criteria in English lessons in KS1 **that have a specific focus on assessing punctuation**. (See Appendix 2) This will enable teaching and support staff to highlight areas of achievement (in green) and areas for development (in purple). This can also be used as form of self and peer assessment, giving children the opportunity to highlight or circle things they have included in their work.

Spelling

Teachers should use their professional judgement to correct spellings within an individual piece of work. Opportunities should be provided for the learner to practice the spellings and the correct spelling should be monitored in future work.

How we will judge this policy:

We know our policy is working if:

- Feedback & Marking informs future planning
- Pupils acknowledge targets or '**wishes**' and work towards achieving them
- Consistent approach across the school
- Children's work demonstrates that errors are corrected and (the same errors) occur with less frequency across a topic/term

Visible Learning & Targets

Year group targets for reading, writing and mathematics will be displayed on the class Visible Learning target board. Cars for reading, Pencils for writing and rockets for mathematics. Against the progression of targets an image of each child in the class will be pasted to depict the target they are working on at the specific time in one of the 3R's.

Individual pupil target sheets for tracking progress against targets will be kept in a teacher's assessment folder. The targets will be referred to during lessons and group work. Children will be supported to understand and take ownership of their targets and should be able to demonstrate an understanding of their current target – what it is or where it can be found depending on the age of the learners and what they need to do to achieve it.

Targets should be:

- **phrased positively**
- **achievable**
- **measurable**
- **met through guided group input with pupils with similar targets**
- **kept live and current**
- **designed to be met swiftly**
- **one or two targets should be 'active/live' at one time**

When there is evidence that progress towards a target has been made, this is marked with a tick and dated against the target on the individual pupil assessment grid for reading, writing or mathematics. This will enable it to be cross referenced to the work in the book that supports the

judgement. In the classroom the individual pupil picture will be moved on to the next target on the relevant visible learning target board.

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by sampling marked work. This will be carried out by all subject coordinators when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff.

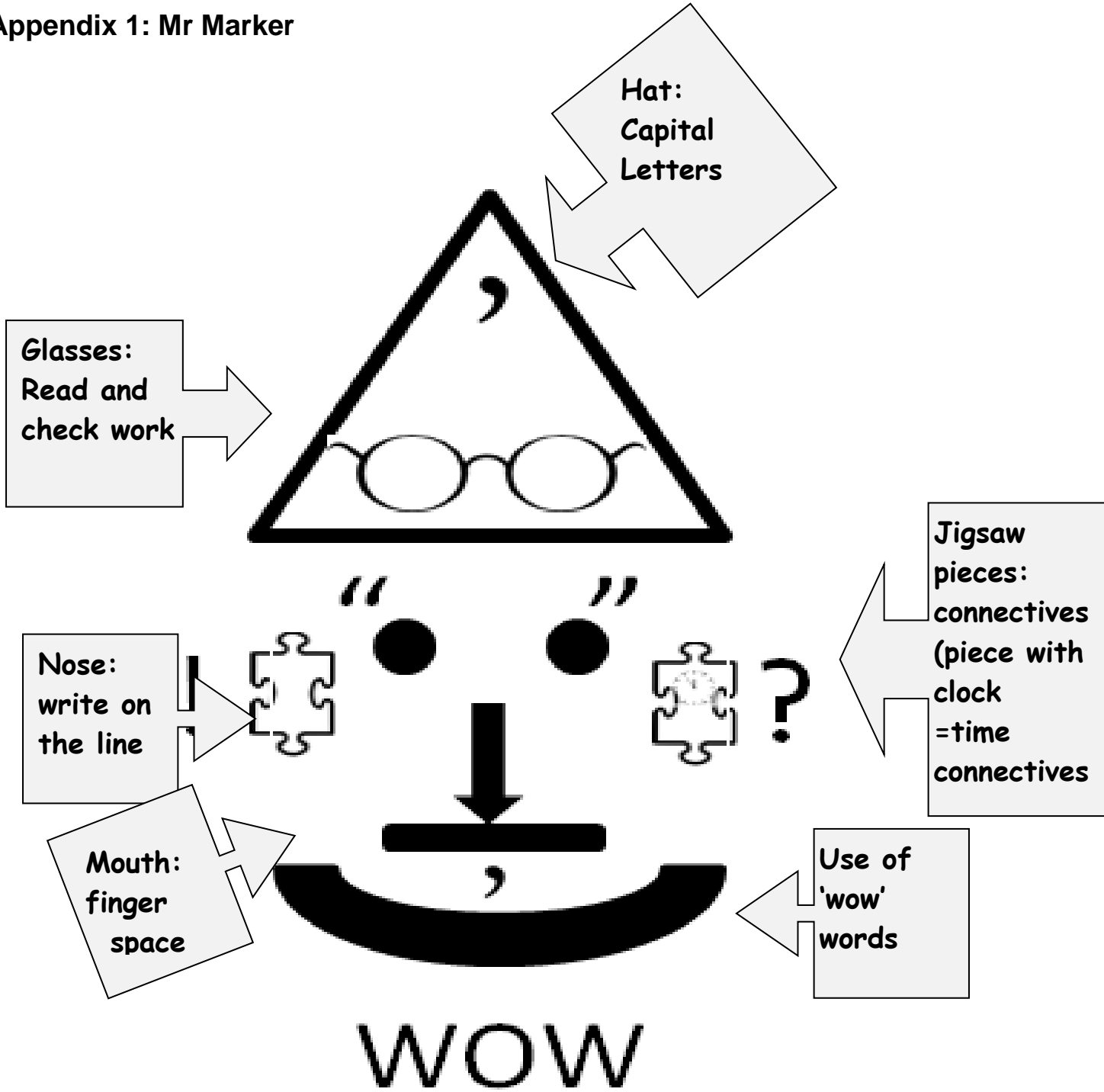
This policy will be reviewed in line with the school development plan with all **staff members on 12th June 2017 for implementation from September 2017.**

Person Responsible: R. K. Mahil-Pooni

Date: September 2017

Next review due: Summer 2018

Appendix 1: Mr Marker



Other features:

Eye brows = speech marks

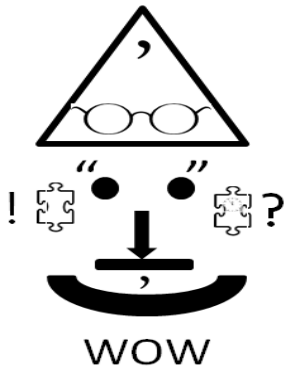
Exclamation marks, question marks, commas are self-explanatory

Appendix 2: WALT & Success Criteria with Mr Marker

Mr Marker

This is to be used for self and peer assessment – children can highlight/circle aspects of the success criteria (in terms of punctuation) they/their peers have achieved **when he is incorporated as part of the success criteria.**

It can also be used for teachers to feedback to children aspects they need to review through highlighting the missing punctuation.

<p>WALT: Make a story prediction Success Criteria: I can predict what I think the story might be about. I can use capital letters and full stops correctly. I can use connectives to explain my story prediction. Date.....</p>	 <p>The character Mr Marker is a stylized face. The top of his head is a triangle containing a comma. He wears glasses. His eyes are represented by two black dots with quotation marks above them. His nose is a downward-pointing arrow. His mouth is a wide, upward-curving smile containing a comma. Below the smile, the word "WOW" is written in capital letters. On either side of his face are puzzle pieces, one with an exclamation mark and one with a question mark.</p>
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Success Criteria:

These should be highlighted according to the child’s achievement during that session.

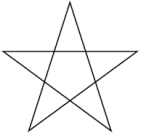
Green: the success criteria was met/exceeded

Orange: success criteria was partially met

Pink: success criteria was not met

Success criteria need not be highlighted if a child has not attempted/been expected to attempt that aspect of the learning.

Appendix 3: Marking symbols



You thought about what the story was about by looking at the front cover.



You used 'and' to join your sentences.



Try using 'because' to explain why you think something will happen.

Corrections: to indicate an area of work you want the child to review, underline the area and write a c in a circle to denote 'correction' needed.



'They is happy when the bell rings.'

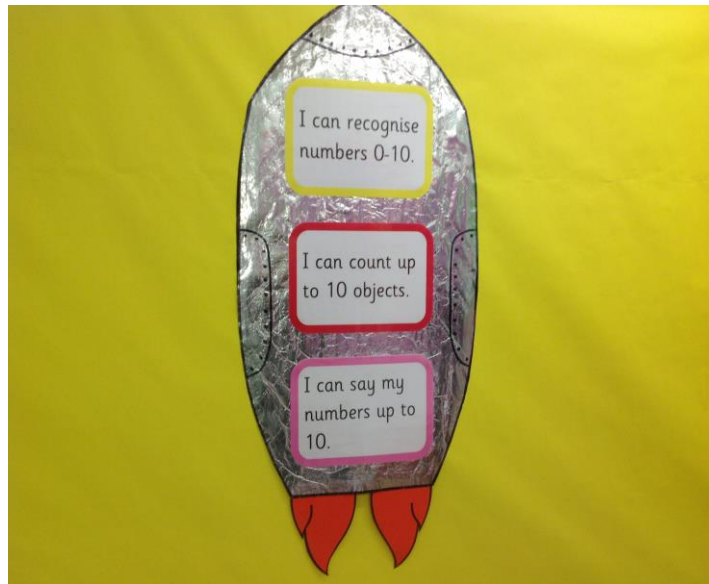
Spellings:

beautiful _____

any _____

Appendix 4: Target grids linked to Visible Learning.

Nursery:

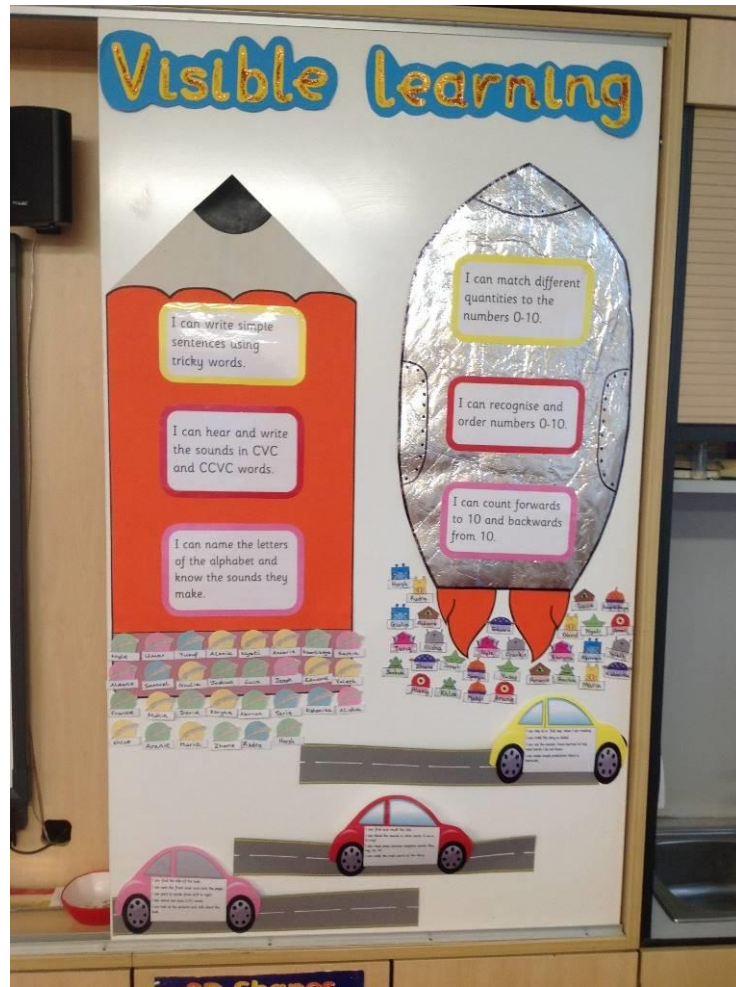


Maths



Writing

Reception :

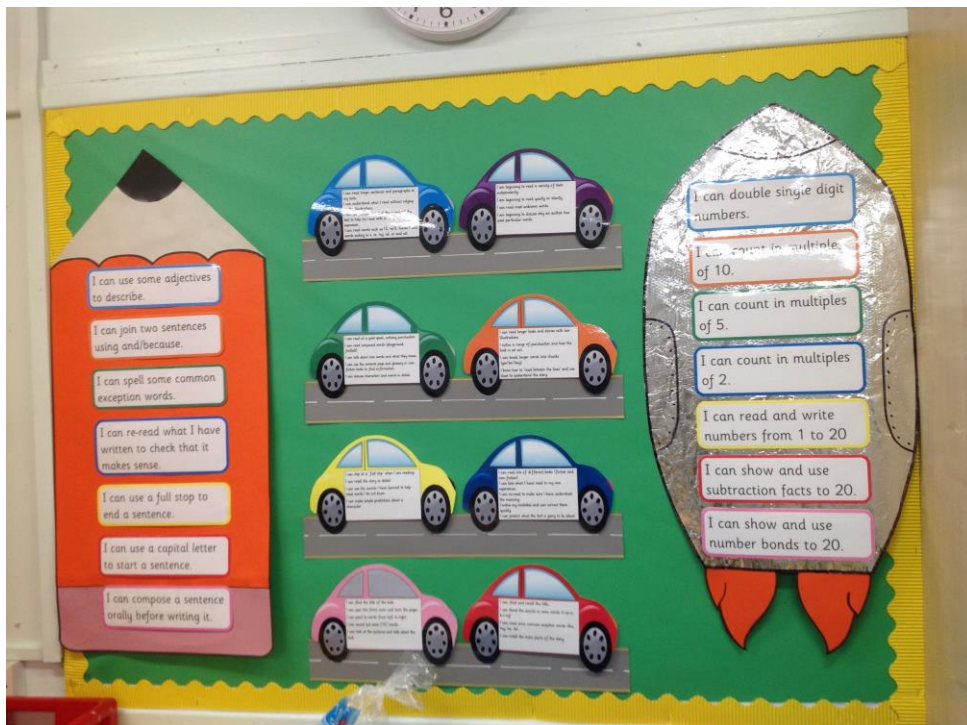


Writing

Maths

Reading

Year 1:



Writing

Maths

Reading

Year 2:



Maths

Maths

Reading

Appendix 5 – Marking in the Early Years

When marking work, it should be clear whether the child completed it independently or with support. Teachers can use the following codes to indicate this:

I The child has written the identified word or sentence(s) independently, needing no support from an adult.

S The child has written the identified word or sentence(s) with support from an adult.

C The child has copied the identified word or sentence(s) from a whiteboard or other existing resource in the environment.

Teachers will use their judgement to highlight punctuation and sentence level errors using Mr Marker.

Learning Stickers:

Teachers will use learning stickers to support adult led written tasks.

The learning sticker will include the Learning Intention, Success Criteria and should be used as a point of reference throughout an activity.

The success criteria will be worded using ‘ I can’ statements which are easy for children to understand.

An example of a learning sticker:

Learning Intention: To label different pictures.

I can name the object in the picture.

I can hear the initial sound in words.

I can find the letters I need on an alphabet mat.