

Hartford Infant School



Marking and Feedback Policy February 2018

Lead person: Mrs Rachael Hyem

Adopted by Governors: Autumn 2020

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Marking & Feedback Policy



Next Step Marking:

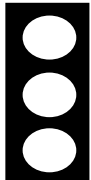
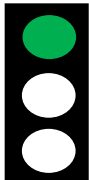
- It is important to ensure that **Next Step Marking** is worthwhile for both children and staff; we believe that marking should be a positive experience so **children will be able to move forward in their learning without impacting on staff work life balance.**
- At Hartford Infant School we believe that instant and verbal feedback, where appropriate, is the most effective method in ensuring that all children know their next steps.
- In Year 1 (autumn term) feedback is verbal and children are given opportunity to respond to marking instantly during guided group work.
- In Year R all adult led work will be marked by the adult with the child so that they get instant feedback. Any other work produced in COOL time is annotated with the adult's initials and the date.
- In Year R Tapestry is used to group observations by the areas of Development Matters 2021. Filters are used to view aspects of the areas of learning when considering the development of each child. Previously flagged observations will link to the areas of concern screen to enable staff to provide feedback and review the children who may need more support and allow staff to tailor provision to enable every child to make progress.
- Staff will mark written work using their initials and signify GG, I, CW or S depending on the work produced (e.g. a photograph of a practical activity on Tapestry or a skill sheet) or how the work was produced. For example, when a child has worked in a guided group, it is assumed specific feedback is instantly given to the child.
- All practical work recorded using Tapestry will also have English, maths or science stickers in books. This will indicate GG, I, CW or S and the light will be coloured by both staff and children (see below).
- Depending on the class timetable, children will have the opportunity to reflect on their Maths/English books and to read pink and green ticks/circles and then correct/practise any misconceptions e.g. misspelt Common Exception words (CEWs), punctuation errors (the child must have been taught these prior to them being highlighted to be practised), letter formation etc. in English books. English sentence strips will indicate next steps in pink pen. In maths children might be expected to correct the spelling of key vocabulary, transposing of digits, practise number formation etc.
- All staff to mark in **black** (for general comments for adults to read and on the LI sticker), **pink** (circle next steps for children on symbol and sentence strips), and **green** pens (tick) only.
- Next step feedback will be given in lessons as much as possible. Staff will indicate feedback using a **pink** speech bubble within the work and subsequent work should reflect this. In maths, a **pink** dot will be used to show a mathematical error. Spellings may also be underlined in **pink** and time given for the child to correct such errors independently within their work. Words written by the teacher in **black** would indicate a spelling error but the child would not be expected to correct these unless **pink**. A **green** tick will be used to show what a child has achieved. E.g. ticking good use of a conjunction in English or a correct number sentence in maths.
- Children will respond to next steps and feedback using a **purple** 'polishing pen' if after the lesson or continuing with their usual **pencil if within a lesson.**
- Our 'Aim High Hippo' stamp is also used to celebrate effort and achievement.



Symbols in next step marking:

- **I: Independent work.** This is used for children who do a piece of work outside of a guided group on their own. In addition, in a guided group, although the children are initially supported, there **MUST** be a part of the session where they do work **independently** and this needs to be shown with the letter 'I' next to the piece of work/word/sentence completed independently.

At Hartford Infant School, independence is defined as; the child making a choice and consistently applying what they know, in a variety of contexts and over a period of time (updated PLM 30.1.18).

- **GG: Guided Group work**
- **S: supported** (this will be used if a child is NOT in a GG but has needed some support in the independent activity).
- **CW: collaborative work** (where two or more children have worked together on their learning).
- All work must be initialled in **black** (on the Learning Intention sticker) by the teacher or TA BUT no date is needed because this is already on the sticker. **I/GG/S/CW** must be circled so it is clear how the child has worked.
- **Learning Intention (LI)** sticker with traffic light (see below) to appear on **all work in core subject books** (English, maths and Science) and on all worksheets. These stickers are stuck in at the top right hand side, following on from the previous piece of work.

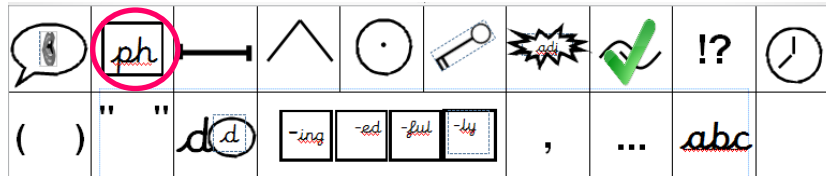
<p>Monday 27th February 2018</p> <p>WALT: add and subtract 10 from a given number</p> <p style="text-align: center;">(I) BL</p>	<p><i>you</i> <i>your teacher</i></p>  
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<p>Monday 15th February 2018</p> <p>WALT: begin to use a capital letter and full stop</p> <p style="text-align: center;">(GG) BL</p>	<p><i>you</i> <i>your teacher</i></p>  
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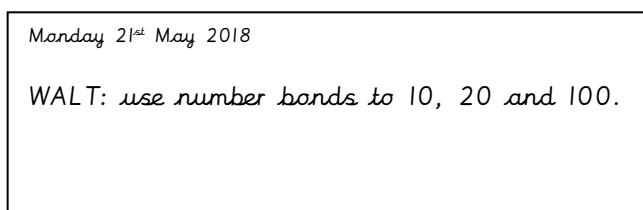
- If work is on **Tapestry** these stickers will still be used to signpost the evidence. This is **ONLY** for core subjects (English, maths and Science).
- **Traffic lights:** children are reminded to colour the traffic lights on the *left* hand side either in **green** because they could do the Hartford Infant School Marking & Feedback Policy updated September 2021

work, **orange** as they 'nearly got it' and **red** because they didn't understand or found too tricky. Staff will then mark the work against the LI using the same colour system. **Green**-met the LI, **orange** because the nearly met the LI and **red** because they didn't meet the LI. For SEND children, if appropriate, a green light may be coloured by the teacher to indicate effort even if the LI has not been met. However, teachers and TAs must indicate what the child has achieved in **black** pen.

- A **speech bubble** is used to indicate where discussions have occurred with those children who have indicated **orange** or **red** on their LI sticker. This needs to be manageable re the **orange** traffic light, but is a non-negotiable for a sticker that has a **red** traffic light. Inside the bubble, ensure symbol(s) are used to denote the discussion or a short sentence.
- **Success Criteria Band:** in English books (or a worksheet if used) under the LI sticker, a symbol band is to be stuck. This will act as a reminder of what the children need to use in their work and can be used by children as a check at the end of their work to self-assess. Staff can then **tick✓** in **green** the symbol that has been achieved. Staff will **circle** in **pink** the symbols to denote the next steps in learning. English sentence strips are only used in English books.



- **Learning Intention (LI)** sticker without traffic light (see below) to appear in maths jotters, PSHE/RE books, reading books, sketch/art books and enquiry books.



- **Absent children** still need a sticker to be stuck in book with 'absent' written on.
- **REMEMBER** we don't use rubbers in school but encourage children to cross **1** line through their work and write the new word or number next to it. This is done in pencil.

Marking sketch/art books:

- Sketch books are independent work and are not marked. LI stickers are used to indicate the National Curriculum statements and the date/week beginning.

Marking English books:

- English books are marked using a sentence strip, as outlined in this policy. All English work has a sticker explaining the learning intention and **traffic lights**, which is also marked, as outlined in this policy.

Marking enquiry:

- In enquiry, feedback is given verbally through the apply (plenary) part of the lesson or to individual pupils during the session. Reflection time may be given through a lesson 'starter' which will reflect back on previous sessions and highlight next steps.

Marking homework:

- Homework is given via Tapestry and is 'marked' on a Wednesday or Thursday by the class teacher. Homework is 'liked' and comments/numbers in boxes may also be given for achievement and effort. Homework is also celebrated in class.

Marking maths books:

- Maths books are marked using a pink dot for errors and a green tick for correct learning. A green tick can be used at the bottom of a page or group of questions if all are correct. All maths work has a sticker explaining the learning intention and **traffic lights**, which is also marked, as outlined in this policy.

Marking maths jotters:

- Maths jotters in KS1 are independent work and are not marked. LI stickers are used to indicate the National Curriculum statements and the date/week beginning. Feedback is given verbally and instantly, as and when appropriate.

Marking phonics:

- Phonics books are a record of written work completed by the child and are not marked. The application of phonics is assessed through reading and writing. Feedback is given verbally and instantly, as and when appropriate.

Marking PSHE/RE books:

- LI stickers are used to indicate the National Curriculum statements/Cambridgeshire agreed syllabus statements and the date/week beginning. Feedback is given verbally and instantly, as and when appropriate.

Marking reading books:

- Reading books in KS1 are independent work and are not marked. LI stickers are used to indicate the National Curriculum statements and the date/week beginning. Feedback is given verbally and instantly, as and when appropriate.

Marking science books:

- All science work has a sticker explaining the learning intention and **traffic lights**, which is also marked, as outlined in this policy. Feedback is given verbally and instantly, as and when appropriate.

Reviewed: September 2021