



Pilgrims School

Feedback and Marking Policy

January 2023

Next review date: January 2024



FEEDBACK AND MARKING POLICY

Why We Give Children Verbal or Written Feedback

- Effective feedback has been found to increase children's attainment, improve their attitude towards learning and their self-esteem.
- The most powerful feedback with young children has been found to be verbal.
- To show them that we have seen and value their work.

Principles of Feedback and Marking

- All work including homework should be marked or have feedback given.
- The feedback will relate to improvement or correction, as appropriate to the task.
- The feedback will always focus on the learning intention of the task, be discussed in a nurturing climate and approached in a positive manner.
- Whenever possible work will be marked in the child's presence.
- The children will be encouraged to identify their own successes first and the teacher will celebrate these with them.
- Written comments made by the teacher should be related to the learning objectives for the lesson. The page will not be covered with corrections on all aspects of the work but the child's next steps will be considered.
- Marking will be fair and consistently applied to all children and undertaken as soon as possible after the work has been completed.
- Marked work will be used from time to time to moderate teacher assessment within the school.
- Marking will be monitored annually through a marking scrutiny staff meeting (Appendix 1).

Methods

- We will use codes to identify how the work has been marked (see Appendix 2).
- We will use a pen to mark the children's work.
- Effort may be rewarded with praise, stars, stickers or 'happy faces'.
- Success and Improvement marking should be applied to one major piece of work per week for Year 1 and 2 and once a month in the First of the Month books for Reception. Highlight the best places in the work, related to the learning objective, with a star stamp/image. Use a wand stamp/image to show exactly where improvement could be made to the work. An appropriate type of prompt may be used: scaffold, example or reminder. The children will be given the time to make the improvement. Alternatively the star and wand can be used at the bottom of the piece of work to indicate what's been done well and what can be improved.
- If verbal feedback is given any improvements discussed may be scribed by the teacher.
- "Next time" or a wand symbol may be used to set a target for the next piece of writing.
- We may tick or initial work to show that we have seen it.
- In Numeracy incorrect answers will be marked with a dot and the child will write the correct answer at the side or underneath.

- Occasionally a child may be required to repeat a piece of work if it has been done carelessly.
- The children may celebrate their successes by showing it to the Headteacher, Deputy Headteacher or another teacher.
- We are happy for others e.g. supply teachers or teaching assistants etc, to mark our children's books for us to view later.
- Specialist teachers (Music, French and Swimming) will mainly use verbal feedback or other forms as appropriate.
- Open questions should be asked wherever possible.

Appendix 1: Marking scrutiny

Subject	Year Group:	Date:	Term
Books Focused on:			
Is there evidence of differentiation? Is the work pitched at the right level? SEN LA A MA G&T			
Is there evidence of progress?			
Marking:			
Is all work marked or VF annotated			
Is there evidence of reward and praise? (stickers, stars, smiley face...)			
Does marking relate to the LO?			
Are marking codes displayed in the front of all books?			
Is there consistent use of marking codes?			
Is there evidence of Stars and a Wish marking if appropriate?			

Is there evidence of opportunity for child to make improvements?		
Is there evidence of next steps/next time as a target for the next piece of work?		
In numeracy are incorrect answers marked with a dot and correction marked at the side?		
What is the general standard of work overall? Presentation? Handwriting?		
Is there continuity across the year group of skill coverage?		

What have I found out?	
Strengths	Areas for development
Action required	

APPENDIX 2

Marking codes

Little Pilgrims	Pre School	Reception	Year 1	Year 2
AL – Adult Led CI – Child initiated	AL – Adult Led CI – Child initiated Sound books Stickers or stamps for good effort	AL – Adult Led AD – Adult Directed CI – Child initiated 1:1 – Supported ratio WS – With support WSS – With some support I – Independent A – Aided by resources Tick – Correct work Dot – Incorrect C – Corrected work VF – Verbal Feedback	Tick – Correct work Dot – Incorrect C – Corrected work S – Supported by an adult WSS – With some support I – Independent VF – Verbal Feedback 1:1 – Supported ratio Wand - Target Self evaluation by child 😊 I can do this 😐 I'm getting there 😞 I need more practice	Tick – Correct work Dot – Incorrect C – Corrected work S – Supported by an adult WSS – With some support I – Independent VF – Verbal Feedback 1:1 – Supported ratio P – Peer marking Wand - Target Self evaluation by child 😊 I can do this 😐 I'm getting there 😞 I need more practice