

St. John's Church of England Infant and Nursery School



Feedback and Marking Policy

'Start children off on they way they should go, and even when they are old they will not turn from it' Proverbs 22:6

Statement of Intent

As a church school everything we do is rooted in our Christian values. At St. John's we teach the children about these core values: Love, respect, honesty, forgiveness, friendship, courage, cooperation, peace, perseverance, trust, patience and understanding. This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom. These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Marking and Feedback Policy	
Written by:	Lana Gillam
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Approved by:	Full Governing Body
Date:	December 2024
Review frequency:	Every two years
Target Audience:	All Stakeholders

The governing body shall conduct the school with a view to promoting high standards of educational achievement. St John's Nursery and Infant School is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

This policy should be read in conjunction with the Teaching and Learning Policy

At St John's Infant and Nursery, we recognise the importance of feedback and marking as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice and support pupil's learning. We are mindful also of the research surrounding effective feedback and the workload implications of written

marking, as well as research from cognitive science regarding the fragility of new learning. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.
- Focus on the learning objective
- Presented with the learner having the opportunity to act on it
- Tailored to the learner based on the child's motivation, self-confidence and attainment
- Allow for the teacher to clarify if not understood

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: Meaningful, manageable and motivating.

Aim:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own learning; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or after through 1-1 / group support
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enables them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice:

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback can occur:

1. Immediate feedback – at the point of teaching / during the lesson
2. Summary / Follow up feedback - at the end of a lesson/task / next day

These practices can be seen in the following practices:

Type	What it looks like	Evidence – what it looks like for observers.
Immediate	<ul style="list-style-type: none"> - Focus group with Teacher or Teaching assistant - Teacher gathering feedback from teaching within the course of the lesson, including miniwhiteboards, bookwork, etc. - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide support of further challenge - May re-direct the focus of teaching or the task, for example, key misconception that needs addressing immediately. 	Lesson observations/learning walks

Summary / follow up	<ul style="list-style-type: none"> - Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take form of self or peer-assessment against an agreed set of criteria - In some cases, may guide a teacher's further use of review feedback, focusing on areas of need - Quiz / test 	Lesson observations/learning walks Triangle recording by teacher Some evidence of self assessment - colours Quiz and test results may be recorded in books or logged separately by the teacher
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Guidance for teachers :

- All books to be printed white labeled with child's name and the subject.
- Teachers will mark with a green pen.
- Children's self evaluation, linked to the learning objective. A red, yellow, green circle will be recorded by the children. (Need more support, some understanding, fully understood). Children use purple pens for editing their work.
- Teachers to float round the class intermittently to check for common misconceptions within the class before returning to the focus group.
- **Focus Group:** Children who are working with the Teacher or Teaching Assistant during the lesson will be in the 'Focus Group'. Feedback and Marking is in the moment with the support given to identify and correct misconceptions as well as move the learning on. The feedback has to link directly to the learning objective and look to close gaps in learning. The teacher needs to have the motive, opportunity and means to provide meaningful feedback. This will be evidenced with code CT GG (Class teacher Guided group) or TA (Teaching Assistant Guided Group) Evidence of the support will be in the child's book – green pen marking / supported examples/ steps to support understanding.
- Children must also be given time within the lesson to edit, with purple pen.

Maths

- If concrete resources are used during the lesson by the children then an '**M**' is to be written next to the learning objective.
- Teachers should aim to include a reasoning question with each child in the focus group with the opportunity for a child to act upon it within the lesson.

- Where appropriate, the child's verbal answer can be transcribed by an adult.

Spellings within general work

This will vary according to the ability of the child and the nature of the work. Children would be commended for producing phonically plausible word attempts or using standardised rules even where misapplied. Obviously, the correct form should then be introduced. Children should be encouraged to attempt spellings in their writing because it provides an insight into their strategies. It is extremely useful to have displays to which children may refer for phonics and spellings. Max of 3 errors will be corrected by the children, for their level. Each word to be written out 3 times. Spelling errors, of the key words, within RE and other foundation subjects to be corrected by an adult.

Letter / number formation

Teacher must address letter formation as part of Feedback and Marking. This can be done 1:1 or in a group. Children must be given the opportunity to practice the correct letter and number formation. This should be modelled and followed and opportunities given for the child to practice.

Early Years and Foundation Stage

In our EYFS curriculum, learning is mainly through creative play and ongoing assessment, much of the work is practical and the marking of work is only a small component of the feedback role of EYFS team. The majority of feedback is given orally, where carefully planned questioning include next steps to move the children on in their learning.

Within the EYFS there are opportunities for effective marking and feedback:

- Written Comments on pieces of work, staff also annotate the work as part of the process of gathering information including the date. In Reception the teacher or TA will date the work and where appropriate will indicate if the work has been completed with adult support or independently.
- Constructive comments during and after practical activities.
- Observation records.
- Professional discussions between EYFS staff.
- Evidence on Tapestry including photographs.

All Maths and English work must be marked.

Other subjects and homework : Work needs to be acknowledged: Sticker, tick, stamp

PPA/ Supply/ Student Teacher Need to indicate supply / student in pupil's books. They only need to mark against the Learning Objective and an acknowledgement comment.

Code	What it means	Additional information
•	Error / check answer / something missing	
IND	Independent learning	
CT GG	Class teacher guided group	
TA GG	Teaching assistant guided group	Will only mark the work of the group they are working with.
Supply	Supply / student teacher	
	Children's self-assessment	To be done at the end of each lesson.
		Used in English: Teacher will highlight one example of Success Criteria met, against the Learning Objectives.
	Learning Objective not met	At this point – summary feedback should be evident
	Learning Objective partially Met	There might be evidence of Immediate / summary / follow up feedback.
	Learning Objective Met	