

# **Church Aston Infant School**



## **Marking and Feedback Policy**

**October 2023**

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## Aims

The intention of this policy is to give clear guidance for teachers, children, parents and governors on the marking and feedback procedures used in Church Aston Infant School.

***'Marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.'***

***Marking should assist assessment of children's work which should be a two way experience, with children having opportunities to self-assess their learning and receive meaningful feedback from their teachers to enable them to develop their learning further.***

## Principles

**Marking** is the annotating of a piece of written work, using words, symbols and grades. It is usually in a written form, but can be verbal, especially for young children. Children need acknowledgement that their work has been looked at, but 'in depth feedback' is given when appropriate. Less detailed marking is often supported by oral feedback.

**Feedback** may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention/objective(s), and the next steps necessary to improve the work.

Marking and feedback should;

- Give children opportunities to become aware of and reflect on their learning needs.
- Be seen by children as positive in improving their learning.
- Take an approach where the child's progress is based on the previous attainment, within the context of marking towards the learning objective.
- Be carried out quickly and where possible alongside the child so it has a greater impact.
- Be manageable for teachers.
- Relate to the learning objective and success criteria, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give recognition and appropriate praise for achievement.
- Take account of individual ability and effort.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be consistent throughout the school and use the codes identified in **Appendix A**
- Staff will use a green pen to ensure marking and feedback is clearly indicated.
- Encourage and teach children to self-mark wherever possible.

## Strategies

- **Summative feedback/marking** This usually consists of ticks or dots and is associated with closed tasks e.g. spellings and number calculations.
- **Formative feedback /marking** Teachers need to decide whether work will be simply acknowledged or given detailed attention. Formative feedback happens throughout the lesson or activity. It gives the learner the opportunity to improve as the lesson goes on and the teacher opportunity to adapt their teaching to address misunderstandings. In formative assessment the children are actively engaged in their learning, making decisions and thinking reflectively.
- **Oral feedback** Comments to children should focus firstly on issues about learning objectives and success criteria, then secondly about general progress and the next steps for the children.
- **Diagnostic description- next steps** Some pieces of work are responded to in more detail to assess where children are in their learning and identify next steps. These are used to inform assessment and teacher's planning.
- **Challenge Task** When a child is successful in their given task it is important that they have the opportunity to extend their learning and the teacher has the opportunity to explore the depth of their understanding. See the Convince Me / Show me/ Dòng não jin in **Appendix B**
- **Self-marking** Sometimes pupils self-evaluate their own work by identifying their successes and areas for improvement.
- **Peer marking** Sometimes children may be asked to mark their task in pairs to encourage discussion about the work. Children may also be asked to highlight/identify specific success criteria seen in the work.
- **Next step marking** Clear success criteria support the adult and child in knowing how to meet the learning objective. The emphasis in marking should be on both success and improvement needs, against the learning objective and success criteria. Focussed comments should support the child in their 'next steps' from what they have achieved to what they could achieve. This comment should be direct and elicit a response from the child. It may be to help a child put right inefficient methods whether their answers are correct or not. It will generally involve more teaching or input/discussion.  
Useful 'Next step' comments or improvement prompts are indicated in **Appendix C**.
- **Dedicated Improvement, Reflection Time and Next Steps**  
As the children become more independent the teacher may need to plan in time for the children to respond to the comments made. This can be timetabled on a regular basis, outside the lesson, within the lesson or planned in as an edit and improve lesson. In an edit and improve lesson it is best to ask the children to focus in on a section of their work rather than the whole piece of work. Focus is given to what the next steps in their learning might be.

## Appendix A

<b>Symbols</b>	<b>C I</b>	child Initiated
	<b>I</b>	independent work
	<b>G</b>	work has been guided by an adult
	<b>S</b>	work has been supported by an adult (spelling, reading, recording)
	<b>TA</b>	marked by Teaching Assistant
	<b>S A</b>	self-assessed
	<b>P</b>	peer-assessed
	→	Next step
	•	indicates a correction that can be put right independently
	✓	indicates a good example
	?	I am not sure about this answer
	<b>S C</b>	self-corrected
	<b>Sp</b>	spelling mistake to be corrected
	<b>H.A.S</b>	hold a sentence

In year one and year two writing is independent unless otherwise stated. **I** is used to reflect independent work in Reception.

**Spellings:** These may be identified at the end of the piece of work to be learnt. They should be limited to words the child should know and the number of spellings identified should be limited to 3.

**Letter formation:** These will be identified at the end of a piece of work to be practised.



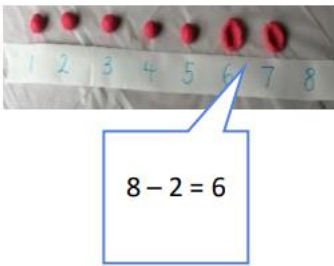
**Written feedback** is shared with children verbally, as appropriate. Children may be requested to do a short follow up task following this.

**Verbal Praise** is given to motivate and encourage children in their learning.

**Stickers:** These are used to celebrate achievement and encourage children to take pride in their work.

**Team Tokens:** To celebrate achievement, progress or effort and encourage children to feel pride with their achievement.

## Appendix B - Effective Questioning in Maths

	Convince me .... What if?	Show me ....
<b>EYFS</b>	<p>Tell me about the (object) you've used</p> <p>Why did you choose that (object)?</p> <p>Let's look at ... (objects) too. What can you tell me about his / her (objects)?</p> <p>How many do you have altogether? How do you know?</p> <p>How do you there are 2 objects?</p> <p>What if we had more?</p> <p>Can you show me fewer ...?</p> <p>What if something was different?</p> <p>What if you had another one the same?</p>  <p>Is it true that we have the same number of cars?</p> <p>"Prove to me that Katie did 6 laps on the track today."</p> <p>"Prove to me that there are 4 bears in the basket."</p> <p>Convince me that I have 20 dinosaurs in my bag</p>	<p>Can you write / draw/ put on the paper the number that you have?</p> <p>What would you like to take a photo of?</p> <p>What would we have to do to make sure you have the same number of (objects) as .....?</p> <p>Is there a better way of doing this?</p> <p>Do you think we have the right number yet?</p> <p>Show me that you have more counters/shells than me.</p> <hr/> <p>Teaching children to count back Subtraction squish game <i>for show me.</i></p>  

<p><b>Year 1</b></p>	<p>Convince me that <math>7 + 2 = 9</math></p> <p>How do you know there is 5?</p> <p>Convince me that if I buy 3 balloons that cost 1p each and 4 lollies that cost 1p each that I will have spent 7p</p> <p>What if I spent 8p?</p> <p>Convince me that I can't sort 13 toys into groups of 2.</p> <p>Convince me that <math>10 - 4</math> is not 5.</p> <p>Convince me that you need to use addition / subtraction to solve this problem.</p> <p>Dòng nào jìn with two subtrahends – missing difference:  <i>'Sally has red, blue and yellow marbles. There are seventeen marbles in total. Five marbles are blue and five marbles are red. How many marbles are yellow?'</i></p> <p><math>17 - 5 - 5 = \square</math></p>	<p>Show me which pots have enough apples for 6 children.</p> <p>Show me (find / write) the same number that is the same as e.g. spots on my dice, my fingers, this group of objects.</p> <p>Show me a number that has more/less than this number.</p> <p>Show me an addition with the answer of 10, now show me a commutative number sentence.</p> <p>Show me an addition / subtraction number fact with the answer of 8.</p>
<p><b>Year 2</b></p>	<p>Convince me that</p> <ul style="list-style-type: none"> <li>- a half is bigger than a quarter</li> <li>- a half is the same as two quarters</li> </ul> <p>Convince me that <math>91 - 74 = 17</math></p> <p>Convince me that the number '___' is in this sequence</p> <p>When you count in twos you always land on ...?</p> <p>When I add odd numbers together the answer will always be odd.</p> <p>If the answer is fourteen the question has to be an addition.</p>	<p>Show me a number smaller than 10, 20, 30 ...</p> <p>Show me half of (these items), a third of, a quarter of, ...</p> <p>Show me 2, two-digit numbers with the sum of 73</p> <p>Show me an example of a number when you divide by 5 gives a remainder of 1</p> <p>Show me an example of a number sequence;</p> <ul style="list-style-type: none"> <li>- with an increasing pattern</li> <li>- with a decreasing pattern</li> </ul> <p>Show me two numbers that total 100.</p>

	<p>I can make 10 pence with four coins.</p> <p>There are six different ways of making 30p using silver coins.</p> <p>I have the shapes in my bag. There is total of 12 sides in my bag. All the shapes are the same. Convince me!</p> <p>Dòng nào jin:</p> <p>68 = <input type="text"/> + <input type="text"/></p> <p><i>'Complete the equation using the following digits.'</i></p> <p>2            4            5            3</p> <p><i>'Can you find another solution?'</i></p>	<p>Show me a number problem that can be solved using your solution.</p> <p>You can make all the amounts of money from 1p to 20p using either 1, 2, or 3 coins, show me.</p> <p>Triangles can have more than one line of symmetry, show me.</p>
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## Appendix C - Improvement Prompts

Taken from 'Enriching Feedback in the Primary Classroom' Shirley Clarke

Range of prompts	Learning Intention	Extract from child's writing	Reminder prompt	Scaffolded prompt	Example prompt
<b>Why?....(justifying a statement)</b>	To write a letter giving reasons for things you say.	<b><i>'It was dismal.'</i></b>	Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: <ul style="list-style-type: none"> <li>• It was dismal because I was bored all the time.</li> <li>• I found it dismal only having my granddad to talk to.</li> </ul>
<b>How did you /s/he feel?</b>	To retell a story showing people's feelings.	<b><i>'Nobody believed him.'</i></b>	Say how you think this made him feel.	How do you think Darryl felt not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? <ul style="list-style-type: none"> <li>• Angry that people did not trust him.</li> <li>• Annoyed with himself for lying in the past.</li> </ul> Your own ideas.
<b>Add something</b>	To use effective adjectives and adverbs in an account.	<b><i>'Jason was trying to distract him, but the dragon was too strong.'</i></b>	Use more adverbs and adjectives here.	Let's use some adverbs to describe how they fought. Fill in the words:  Jason tried ___ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____into the dragon's nearest side.	Improve the fight by using one of these or your own: <ul style="list-style-type: none"> <li>• The dragon's tail lashed viciously, cutting Jason's flesh.</li> <li>• Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.</li> </ul>

<b>Range of prompts cont.</b>	<b>Learning Intention cont.</b>	<b>Extract from child's writing cont.</b>	<b>Reminder prompt cont.</b>	<b>Scaffolded prompt cont.</b>	<b>Example prompt cont.</b>
<b><i>Tell us more</i></b>	To introduce a character in a story opening.	<b><i>'James went to school.'</i></b>	Could you describe James?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us <b>know</b> him. James was a ....	Describe James's character. Perhaps: <ul style="list-style-type: none"> <li>• James was a kind, likeable boy with a great sense of humour. for instance .....</li> <li>• James was often excitable and noisy but would be quiet and serious when he was working.</li> </ul>
<b><i>What happens next?</i></b>	To write a middle and end from a given start.	<b><i>'At last the merman saw the mermaid.'</i></b>	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: <ul style="list-style-type: none"> <li>• 'I love you' said the merman. The mermaid took his hand and they swam away.</li> <li>• The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.</li> </ul>