

Airedale Infant School

'Ambition - Bravery - Respect'



Marking and Feedback Policy 2020

Principles

At Airedale Infant School we believe that marking and feedback should be purposeful and of a consistently high quality, leading to high levels of engagement from all pupils.

Marking informs planning and improves the teaching and learning across all subjects. It will be manageable for all teachers and reviewed regularly. Marking is accessible to children to enable them to engage in their own learning and achievement.

Children have the right;

- To know and understand the learning target and success criteria for the lesson
- To have their work acknowledged
- To be given feedback on their achievements towards the learning target
- To be given advice for their future learning and how to improve

Children have the responsibility

- To respond to marking and feedback

Teachers & Adults have the responsibility;

- To mark work regularly to monitor learning and progress
- To recognise effort, attainment and progress towards lesson objectives
- To address misconceptions, support, accelerate or challenge the learner
- To shape future learning in response to marking

Teachers have the right

- To have their marking and feedback responded to
- To have a balance between written marking and peer feedback

Who will be involved?

The leadership team will model good practise and expectations. They will monitor and evaluate the impact of the marking and feedback and provide appropriate CPD. Subject leaders are also responsible for monitoring the marking and feedback in their own subjects

- Teachers/HLTA covering lessons are responsible for regular marking and providing feedback using the agreed marking keys
- Teaching Assistants may mark a focus group's books using the same key and this should be clearly initialled.
- Supply teachers and trainee teachers are required to follow the school policy
- In EYFS and Year 1 children will take part in verbal peer assessment on a weekly basis in English, Maths & Topic.
- In year 2 children will take part in self-assessment from the start of the year and peer assessment will be introduced from Autumn 2
- Self and peer marking is acknowledged by the teacher/adults

Marking

- Every week teachers will mark and acknowledge peer/self-assessment daily
- Teachers are expected to assign challenges/tasks three times a week in maths and English and at least once in topic
- All adults in school mark and give feedback using purple pen only
- All responses to purple marking are completed in green pen only
- All responses/edits/redrafts with a peer are completed in blue pen only (from Autumn 2)
- The traffic lights are completed by children every lesson
- We expect that all marking includes opportunity to correct mistakes in calculations, spelling and punctuation.
- Children's work should be marked against the success criteria for the lesson. It should be marked using the agreed Airedale Infant School 'Marking keys'.
- The relevant marking keys and expectations for presentation are attached to the inside cover of all books.
- Marking is always completed in line with the handwriting policy - we believe that by modelling high expectations, children will aspire to improve.
- There are no variations to these marking keys. We do not use any other means of acknowledging work e.g. stampers

Feedback

- Feedback, such as a positive comment is given once a week in maths, English and topic, against the success criteria for the lesson, or personal target. This is marked directly onto the learning sticker.
- Teachers will use their professional judgement to decide which is the most appropriate TASK/QUESTION/CHALLENGE response and indicate this on the learning sticker.

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TASK: Something the child needs to do within their work or additionally to their work which is then acknowledged by an adult

CHALLENGE: Deepens learning and extends thinking

QUESTION: posed to the child for them to respond to

Children's self and peer assessment/marking

- Each week children are given the opportunity to self-assess their learning. We believe this deepens thinking and supports children developing ownership of their learning.
- Teachers should plan for opportunities for children to self-assess.
- Teachers should still check the children's work in order to inform the next day's planning, shown with a purple tick. Further feedback can be offered but is not required.
- All green responses to marking and feedback need to be acknowledged by the teachers or TAs, using a purple tick.
- All peer responses to marking needs to be acknowledged with a purple tick

NB: EYFS and Year 1 will take part in verbal peer assessment
Peer assessment for Year 2 will be introduced in Autumn 2

'In lesson' AfL/marking/feedback

It may help to think about this as **INTERVENTION/HOT** marking.

- INTERVENE to support
- INTERVENE to consolidate
- INTERVENE to accelerate
- INTERVENE to challenge

'In lesson' marking, should follow the same key but where verbal feedback is given **VF** should be noted.

Cross Curricular Writing

We ask that children complete at least one piece of writing linked to their theme every half term. This will have the same learning sticker as writing in English lessons. Objectives from the writing trackers may be evidenced in Theme books for Years 1 & 2.

Non-Core Subject Marking

Of the three topic lessons delivered each week one of these lessons needs to be self-assessed and two needs to be teacher marked with a task, question or challenge. E.g Would you have liked to have lived in the Victorian era? Why?

HOW WILL WE KNOW MARKING IS EFFECTIVE?

- Children will be making good or better progress lesson by lesson
- One lesson will build on and link to the next to increase level of challenge
- Children have the opportunity to read and respond to the marking that supports further learning.
- Additional support will take place to accelerate or support learners
- Children will know what they are doing well and what needs to be improved

Stickers are placed at the start of new learning.

These stickers are located in the teaching shared files. All work should be started with a sticker. Some lessons may run over multiple days and then the sticker can be annotated appropriately.

English

Date: _____		I have worked: TA T I	
T-			
Self Assessment			
			
Task	Sticker	Corrections	Edit and uplevel

Maths Sticker

Date: ____ - ____ - ____		
I have worked: TA T I		
T-		
Self Assessment		
		
Task	Sticker	Corrections

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Theme Sticker

Date: _____			
I have worked: TA T I			
Self Assessment 	Geography Skills O		
Task	Sticker	Corrections	Edit and Uplevel

Independent Writing sticker

NB- please note this will be introduced in Year 2 only from Autumn 2

Date:

I am writing:

These are the targets I am focusing on from my tracker

Grammar and punctuation	
Composition	
Handwriting	
Spelling	
WWW	
Task	

Reviewed: June 2020

To review: June 2021