

# Airedale Infant School

## 'Ambition - Bravery - Respect'



## Marking and Feedback Policy 2021-2022

Version	Date
Last reviewed	July 2021
Next reviewed	July 2022
Owner	Headteacher/SLT
Approver	Academy Council

### 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 (Y2) 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.

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- Teachers will use their professional judgement to decide which is the most appropriate TASK/CHALLENGE/CORRECTIONS/EDIT AND UP LEVEL response and indicate this on the learning sticker.

**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

**EDIT AND UP LEVEL:** posed to the child for them to make improvements within their spelling or word choices

**CORRECTIONS:** posed to the child for them to make improvements to answers or methods

### 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: Year 1 will take part in written self-assessment during the Summer Term and will give verbal peer assessment throughout the year.**

**Written 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 topic lessons delivered each week, one of these lessons needs to have a positive comment from the teacher, one of these for Year 2 should be self-assessed and two needs to be teacher marked with a task, challenge or edit and up level.

E.g Would you have liked to have played with a wind-up toy in the past? 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

### Reception example:

Date: _____		I have worked: TA T I	
T- _____			
o			
o			
o			
o			
Self Assessment		Success Criteria	
		As a writer I can:	
		•	
		•	
		•	
		•	
		•	
Task	Sticker	Corrections	Edit and up level

Year 1 example:

Year 2 example:

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Date: \_\_\_\_\_ I have worked: TA T I

T- \_\_\_\_\_

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o

o

o

Self Assessment	<b>Success Criteria</b> <u>As a writer I can:</u> o			
				
Task/Challenge	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Corrections</td> <td style="width: 33%; text-align: center;">Edit and up level</td> <td style="width: 34%;"></td> </tr> </table>	Corrections	Edit and up level	
Corrections	Edit and up level			

Date: \_\_\_\_\_ I have worked: TA T I

T- \_\_\_\_\_

o

o

o

o

Self Assessment	<b>Success Criteria</b> <u>As a writer I can:</u> o o o o				
					
Task/Challenge	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Corrections</td> <td style="width: 25%; text-align: center;">Edit and up level</td> <td style="width: 25%; text-align: center;">Self/Peer mark</td> <td style="width: 25%;"></td> </tr> </table>	Corrections	Edit and up level	Self/Peer mark	
Corrections	Edit and up level	Self/Peer mark			

### Independent Writing sticker

NB- please note this will be introduced from Year 1 for independent pieces of writing

Date: \_\_\_\_\_ TA T I

T - \_\_\_\_\_

These are the targets I am focusing on from my tracker:

Grammar and punctuation	
Composition	
Handwriting	
Spelling	
www	
Task	

### Maths Sticker

Year 1 example:

Date: - - - I have worked: TA T I

T- \_\_\_\_\_

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Self Assessment	<b>Success Criteria</b> <u>As a Mathematician I can:</u> o o o o o			
				
Task/Sticker	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Corrections</td> <td style="width: 33%; text-align: center;">Self Mark</td> <td style="width: 34%;"></td> </tr> </table>	Corrections	Self Mark	
Corrections	Self Mark			

Year 2 example:

Date: - - - I have worked: TA T I

T- \_\_\_\_\_

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Self Assessment	<b>Success Criteria</b> <u>As a Mathematician I can:</u> o o o o o			
				
Task/Sticker	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Corrections</td> <td style="width: 33%; text-align: center;">Self/Peer Mark</td> <td style="width: 34%;"></td> </tr> </table>	Corrections	Self/Peer Mark	
Corrections	Self/Peer Mark			

### Science/Humanities Sticker

Year 1 example:

Year 2 example:

Date: _____ I have worked: TA T I	
T - _____	
• • •	
Self Assessment	Success Criteria As a Scientist I can:
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Task/Sticker	Corrections
	Edit and Up level
	Self

Date: _____ I have worked: TA T I	
T - _____	
• • •	
Self Assessment	Success Criteria As a Scientist I can:
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Task/Sticker	Corrections
	Edit and Up level
	Self/Peer Mark

Reviewed: June 2021

To review: June 2022

## Home/ Remote Learning Policy Addendum

If the children are self-isolating or the school has a partial or full closure, learning will take place at home with school providing appropriate guidance regarding learning. Feedback given in a virtual way will seek to encourage the child's participation whilst at home and further develop their skills.

### Children working remotely

- Teachers will run daily live lessons for all children to teach new skills such as RWI, English, Maths etc.
- Teachers may provide written feedback for a group or individual like they would in class.
- Teachers will aim to motivate the children through positive praise and give next steps where and when appropriate E.g. misconception, challenge
- Teacher may provide verbal feedback where appropriate using the voice recording tool
- Face-to-face time may be scheduled in with the teacher for group feedback
- Teaching videos may be recorded for children to access at a time suitable to the family which address misconceptions
- Digital 'likes' on Seesaw
- Parents (and children) are able to use Seesaw to contact teachers about their work, so misunderstanding or further clarity may be sought. (With teacher wellbeing in mind, teachers are encouraged not to access Seesaw on a weekend or late on an evening, unless they so wish to).
- When teachers are working remotely, more detailed marking to children's work will be added on Seesaw- commenting on Maths and English feedback in the main.
- TAs can mark Seesaw to support class teachers and should follow the feedback examples below for support
- Teachers will use creative engagement tools to assess where children are and what skills they need to address as a means of securing progression and not creating a 'learning gap' between closures/isolation periods

### Children working in school

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- Feedback is given to children attending school within the session and this may include elements of the usual marking and feedback policy- feedback is the main focus rather than marking as children are in much smaller groups and one to one support is more manageable.
- Staff are encouraged not to transport work-books in and out of the classroom for safety
- Work in the classroom is 'Hot Marked' by the staff at the point of production

Samples of feedback- added from SLT agreement

EYFS:

I can tell you have thought really hard about your answers ----- . Why would you need to take air to space?

An amazing space shuttle -----! What materials did you use to make your shuttle?

What will you use to find out that information ----?

Excellent addition ----- . Next steps: To draw circles or lines to show the sum and total number.

Well done for retelling the story. Why did the water change to ice? How could we change ice back to water?

----- you have done a great job at ordering numbers. Next step: Can you write them in the right order?

Wow!!! Amazing Fred talk and reading, well done! I spotted some special friends in that writing can you find them?

Brilliant reading ----! Can you think of any words with the ee sound in them?

Super sequencing -----, can you talk about some of the things you can do now that you couldn't do when you were a baby?

Amazing sound of the day work! Can you find any items that start with c in your house?

KS1:

Wow --- that was quick, I have only just put that one. Did you enjoy reading that story? Excellent you have underlined the key information

Great identification of adverbs Tyler. Can you give me the definition of an adverb and suggest another one that is suitable in the sentence?

Incredible! Well done! What do you add to 13 to make 20? What can you use to help you?

They are great answers to the questions, but remember to answer in full sentences.

Wow ----! You are working hard today. Well done at spotting your spelling mistakes.

Can you tell me a little bit about your dog using adjectives?

Great addition and subtraction work ----! You have secure skills using numbers to 10.