



## Coalway Community Infant School Marking and Feedback Policy

### Principles

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their next steps in learning
- Feedback informs pupils, teachers and TA's of the pupil's progress in learning. This then informs planning for subsequent learning
- Assessment for learning is live marking and feedback at the point of learning. Teachers and TA's will mark and feedback to pupils and address misconceptions throughout the lesson.
- Marking is most effective and has the most impact at the point of learning.
- Effort and perseverance as well as attainment will be recognised and acknowledged verbally throughout the lesson.

### Aims

- Feedback should be both verbal and written
- WALT is shared with the pupils and provides the focus of the feedback
- Feedback highlights the success of learning as well as identifying areas for development
- Written feedback **can** take many forms: open and closed questions, teacher's comments and child responses, symbols to indicate suggested developments
- Opportunities should be provided for pupils to give constructive feedback in relation to their own and other children's work

### Teacher marking is only effective if:

- It informs both the child and the teacher of what has been achieved and what needs to happen next
- The child has an opportunity to read/respond to the learning statement
- It is informing the teacher of learning needs which can be incorporated into future planning

### Effective Feedback

- focuses on the WALT
- lets the pupil know how well they have achieved
- lets the child know what they need to do to improve or deepen learning
- lets the pupil carry out improvement, revisit the skill or apply their learning

### General guidance

- Each piece of work should contain the date (start on the left hand side) and WALT
- The teacher will share the WALT, with the pupils, during the lesson. This could be at the beginning or where it deems appropriate to the learning
- Having continually assessed the pupils' progress during the lesson, the teacher will draw the pupils together to address a misconception or to move learning on where progress is good (mini plenary)
- Pupils will assess their learning against the WALT, where appropriate, usually as part of concluding the lesson.
- **Green for good**; green shows achievement against the WALT. There are no limits to the number of highlights.
- **Pink to think**; pink shows what needs to be improved or misconceptions that need to be addressed. Pink will inform future planning. Pink shows the pupils what they need to learn next.
- A correct example given by the teacher for children to practice
- Use of IWB to model and share good examples or misconceptions
- School agreed marking symbols must be displayed in the classroom
- Teachers' handwriting needs to be legible
- Not every incorrect spelling to be corrected by the teacher, but persistent errors should be commented on and incorporated into planning thus addressing the spelling rule or pattern. The national curriculum year group spelling list must be acted upon. Some spellings are non-negotiable and the pupil is to correct it.
- If a spelling or letter/number formation needs to be practiced, it will be written in pink and then copied 3 times by the child.



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- **Three term marking for Y2**
- Y2 writing evidence for teacher assessment at the end of key stage: marking to be adjusted to show pupil judgements through the secure fit criteria, especially in longer pieces of writing.
- **Autumn term:** more scaffold and next step marking
- **Spring term:** editing prompts (children using purple polishing pens), less pink
- **Summer term:** marking in line with writing moderation materials

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### Symbols and Abbreviations used when marking work

	correct/good work
. (pink dot)	not correct
^	word missed out
/	Slashed line for finger spaces
in pink biro	capital letter missing
<u>Underlined word</u>	spelling error
	To signify scaffolding, adaptations and other teacher support
absent	When a child is absent, put WALT in books with date
Green	Green for good; successful learning
Pink	Pink to think; next steps in learning
Writing -Draw a box	Missing punctuation
Maths - Draw a box	Try again
Purple polishing (Y2)	Editing and review by the children: Pencil for Autumn terms. Purple Polishing pen from Spring term onwards.