

## MEON INFANT SCHOOL

### FEEDBACK MARKING POLICY

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. *(Eliminating unnecessary workload around marking March 2016)*

An important element of feedback is to acknowledge the work a pupil has done, to value their effort and achievement, and to celebrate progress.

At Meon Infant School we believe effective marking is one way of giving feedback: it should be meaningful, manageable and motivating.

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking needs to be manageable for both the child and the teacher.
- **Motivating:** marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Feedback marking can take the form of spoken or written marking, peer feedback and self-assessment depending on the age of the child.

**Verbal** feedback will be given to children during the lesson where possible. Verbal feedback may be individual, group based or to the whole class.

**Written** feedback may be given where necessary and should be short and challenging.

'**Light Touch**' marking will refer to the learning objective either by a tick or a highlight.

'**Deep Marking**' may occur at the end of unit of work and provide more detailed feedback for assessment purposes. This includes marking of skills and concepts taught elsewhere, e.g. common exception words, spellings, punctuation, handwriting etc. Children should be given time to read and respond to the written marking in order that the feedback provided has maximum impact on learning.

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective learning and progress for each piece of work set.

**Self Assessment:**

- Children should independently check their work to see if it makes sense and improve where necessary.
- Checklist can be used to support with self assessment.
- Peer feedback can be used if and where appropriate.

**Self Review:**

- On certain occasions children can mark their own work with the teacher and misconceptions can be dealt with immediately.

This policy will be reviewed regularly.

Reviewed and updated Jan. '17 - KM

# MEON INFANT SCHOOL

## MARKING GUIDELINES

- We have agreed that teachers will mark the work with a BLUE pen.
- Children will edit and mark their work using a GREEN pen.
- Adults should record the level of support given to the child in completing the work by using agreed annotation.
- Time should be allocated for children to respond to feedback when deemed appropriate by the teacher.
- Verbal feedback does not need to be recorded in written form.
- When work is completed to an expected standard and no developmental comments are necessary or appropriate, work should be ticked, dated and initialled to show it has been seen.

### Marking Annotations:

✓	Tick	Correct
✓✓		When a particular area is exceptional
•	Dot	Incorrect/think again
~~~	Squiggly line	"Stop and Think!" Incorrect spelling or punctuation
→	Arrow	Next Step
*	Star	Positive Comment
?	Question Mark	Does it make sense?
VF		Verbal Feedback
I		➤ An Independent piece of work (in literacy word books and learning walls can be used without direction)
U		An unaided piece of work (no help from learning resources)
S		with Support
G		Guided
1 - 1		one to one support

✓	Tick	Correct
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MEON INFANT SCHOOL  
CODING FOR JUDGEMENT EVIDENCE

Use an ORANGE spot at top of page to indicate an Independent assessed piece of work

**WRITING**

<b>Spelling</b>	
CEW	Common Exception Words
Sp	Evidence of using spelling rules
Sx	Suffix
Contractions	
<b>Punctuation</b>	
CL	Capital Letters
•	Full stops
?	Question mark
!	Exclamation mark
,	Comma
'	Possessive apostrophe
<b>Sentence types</b>	
ES	Exclamation
SS	Statement
QS	Question
CS	Command
Co	Co-ordination (and or but)
Sub	Sub-ordination (when, if, that, because)
NP	Noun phrases

**READING**

GRB	Guided Reading Book
RR	Reading Records
GRR	Guided Reading Records
BM	Bench Mark
SATs	SATs Papers
P.Sc	Phonic Screening (Year 1)