



# Dronfield Infant School

## Assessment, marking and feedback policy

### Rationale

Assessment, marking and feedback are methods by which we can ensure that children receive feedback about their work and how they can improve and learn further. This policy aims to provide a coherent approach to the school. As a regular point of contact, it is important that children feel their efforts are acknowledged and given attention, as well as being a strong assessment tool for the teacher, and a tool to enable pupils to know their next step in their learning and then do it.

Please view this policy as a menu of effective feedback that should be applied to pupils' work to have maximum effect on learning and progress.

THE AUDIENCE FOR THE FEEDBACK IS THE CHILD.

The recipient of the feedback needs to work harder than the giver.

Feedback is a 2-way process and consists of a loop. Children need to be given time to act on the feedback and close a gap in learning.



During a book scrutiny, the following questions need to be asked:

1. Is feedback influencing progress over time?
2. Are the choices made from the menu effective on progress?
3. Is the policy being followed?

### Aims

At Dronfield Infant School responding to children's work is intended to act as a constructive method of feedback to the individual child so that achievements are recognised and needs identified.

Feedback should:

- Be constructive
- Be clear and precise
- Be fair
- Motivate and show success
- Address its audience
- Be as immediate as possible
- Focus upon the lesson objectives and/or children's individual targets
- **Sometimes** show the next step in learning where appropriate
- Enable children to reflect on their work and respond and improve
- Make learning visible through the learning journey chart

## Objectives

- To feedback and mark according to the lesson objectives/individual targets/success criteria
- To mark in depth for a focus group where appropriate
- To encourage and guide using the formal and informal rewards for effort and achievement and learning behaviour, e.g. sunshine and cloud system
- To mark constructively, developing children's understanding. **THEY MUST BE GIVEN A PRECISE ACTION TO DO IF THERE IS SOMETHING TO CHANGE, IMPROVE OR CORRECT.**
- To include targets and strategies for progress where appropriate
- To use marking judgements to inform future teaching plans, records and reports
- To use a scheme as adopted across the school for continuity

## Content

The following represents a core of symbols to which the whole school subscribes, but should take from according to the needs and understanding of the children:  
Code:-

	You understand what to do and are ready for the next challenge
	You need some practise, but are nearly there!
	You found it tricky and need some help to understand.
'Green for go'	Great-write down what you have done well!
'Purple means practise'	Oops - Re-read and write down what you need to do to improve your work. Write down the improved sentence.
	Remember Capital Letters
	Remember Full Stops
Sp	Correct your spelling please
	Use finger spaces please

	Take care with your handwriting please
	Use a conjunction and make your sentence longer
C	Corrections in Maths
CC	Consolidation in Maths
CCC	Challenge in Maths
	You need to increase the quantity of your work please
	I love this well done
V	Verbal feedback has been given
I	This piece of work has been completed independently
SC	You have self-corrected this
A	This piece of work started as a guided but became independent later on.
S	This has been completed as a guided piece of work with the teacher or teaching assistant.
ST	A supply teacher taught the lesson.

Any comments must be made in black ink, and be written in a neat and legible school style of handwriting, so that children and parents can read it clearly. Oral feedback we believe has the most impact, being done with the child. All markings must be against the Learning Objectives shared with the children at the beginning of the lesson and against the success criteria shared with the children.

The black ticks will be placed next to the Learning Objective so the children know how well they have achieved against this.

The symbol for the independence of the work will be placed at the top of the page.

Teachers/teaching assistants will tick anything that is good work or including aspects of the success criteria in green.

In maths;

If the children get some of the task wrong they will get a c in purple which means they need to go back and do their corrections.

If the teacher feels they have completed the task well but need further consolidation of the same, they will get cc in purple and more of the task written underneath to practise their skills.

If the children have completed the task with understanding and it is felt that they need to extend their skills, further they will get CCC in purple and an extension activity written underneath.

### **Making marking and feedback manageable**

- Underlining in green
- Use of visual stamps that children understand
- Use of the V as children are working for immediate feedback
- A gold star will be used to show excellent work for that child

To aid consistency across the school, the marking scheme should be displayed in a prominent position for the children to see. Children should be made familiar with symbols at the beginning of the year or where appropriate.

Marking should be done and returned to the child as soon as possible. The more immediate the feedback the better. Consideration should be given to the level of publicity that oral and written feedback is given. When distance marking has been carried out, children should where possible, be given time to read and respond to the feedback, as this will have more impact and will enable children to develop their work.

If it is possible, marking should be done with the child present. Comments should focus upon key issues linked to lesson objectives and success criteria Children should not use rubbers to rub out work. This rubs away any evidence of mistakes and learning that has taken place. The child should put a neat line through the mistake.

Teaching Assistants who work with groups are able to give verbal feedback to the children, and can mark work, also feeding back to the teacher about the group. Supply and support teachers should mark work done in their lessons and should sign accordingly.

## **Children's self-assessment**

If the teacher is the only one giving feedback then the balance is wrong and the children have no stake in their learning. If children are trained to be able to identify success against the success criteria of the task, they can readily identify their own and their friends successes. Self-assessment can only be successful when children have established a system of sharing learning intentions and success criteria.

### Success criteria

- Objectives tell us what we are going to learn
  - Activities are how we will learn
  - Success criteria tells us how we will know if we have been successful
- Success criteria shared with the children stops them from guessing what the teacher wants.

At Dronfield Infant School, we will show the W.A.L.T (We are learning to) and we will show the success criteria through explaining the 'WILF -what I'm looking for' and in some cases 'What a good one looks like'.

From Early Years to Year 2, teachers explain and show W.A.L.Ts and success criteria in the most appropriate ways according to the children's needs, and levels of understanding.

Children, in Years 1 and 2, where appropriate can be asked to assess their own work, through colouring the appropriate smiley face on the self-assessment sticker on the bottom of their work.

## **Live Marking and Feedback**

This is at the heart of effective feedback. Whilst children are doing their work, write or ask a question, move away, then in a few minutes, return to see if they have done it. The green and purple pens can be used for live marking too.

## **Special Needs**

Marking should have specific purposes linked to IEPs where appropriate. Children with special needs may have a particularly fragile level of self-esteem and every attempt to encourage and motivate should be taken. It may be appropriate to amend the criteria for marks and stars given to take account of this.

Where a teaching assistant or support teacher is working with children, they should apply the same marking system as the class teacher. All staff should have access to methods of rewarding and encouraging children and feed through successes. Supported work should be indicated and signed by teaching assistants and other members of staff.

## **Equal opportunities**

Feedback and Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to the success criteria, so that they are not 'in the dark' as to how they will be able to achieve success. Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender.

## **Parental involvement**

Marks given and judgements made will be summarised and fed through to parents during parents' evening, during requested parent/teacher meetings, during Parents may occasionally expect all mistakes to be corrected and will perhaps need the principles of marking objectives explained to them.

## **Policy review**

This policy has been reviewed in April 2017. The next review is January 2018.

It had input from an external agency, a group of children were asked about it; what they found helpful and not so helpful. They also talked about the symbols and their meaning. All teachers then shaped the policy together. The next review will look at:

- Its successful application throughout the school by teachers and other staff.
- The extent to which children have responded to comments and marking by extending their learning further leading to higher standards of attainment and progress.
- The standards of pupil's self-assessment skills and their proximity to the teacher's.
- Teacher workload regarding marking and feedback - it has been made manageable and there is a work and rest of life balance.

