



## MARKING and FEEDBACK STATEMENT





Reviewed Autumn 2018  
 To be reviewed Autumn 2020

**This statement has been developed by staff to ensure consistency across the school in terms of marking and feedback practice.**

At long Ditton Infant and Nursery School we recognise that marking is one in which children are given feedback on the work that they have undertaken. For our age children we believe that marking is most effective when completed with the child and next steps can be acted on immediately. We want to ensure that our marking and feedback should enhance learning through:

- Providing verbal or written feedback on what they have done so far
- Drawing children's attention to what they need to do to improve

### Marking Symbols

Better Bubbles (KS1, YR from the summer term)	
Highlight Success (link to learning intention) (KS1)	
Star – one thing that has been done well. (All year groups)	
Wish – One thing to do better next time. (KS1 – for the groups working with an adult YR – in the summer term)	
Verbal Feedback – given to the child from the adult working with them. (All year groups)	VF
S = Support I = Independent These demonstrate how the child completed the work. (All year groups)	S I

The marking symbols will be displayed prominently in the classroom and in work books.

### Agreed Procedures

- Each piece of work will be dated and marked using the symbols above. This will demonstrate if the child worked independently, if verbal feedback was given and what the child has done well or needs to do next.
- Children will be encouraged to look at their star and a wish and given time to respond to feedback either during, at the end of or before the next lesson so they can build on their prior learning.
- Learning objectives and success criteria are shared with the children and are central to the marking process including drawing attention to examples of success. These will be put into books and referred to in the marking.
- A variety of approaches are taken to marking work including children marking one another's (peer marking), self-assessment and one-to-one discussion.
- Next steps should include questions, reminders, scaffolding (an example of what they need to do) and examples (exact sentences, words or processes to copy).

- Staff and pupils will 'Highlight Successes' and use 'Better Bubbles' to help children identify what they have done well and what they need to do next.
- Phonetically correct spelling is acceptable but one or two spelling corrections for key words should be identified for next time. In the front of their book children will have a list of target words that should always be spelt correctly. These will be linked to each child's stage of learning.

### **Marking in Nursery**

In nursery the aim is to ensure that all appropriate pieces of work are dated and marked using marking symbols. 2 pieces of work will be marked in greater depth per child each half term. The detailed comment will include what the child has done well, what the learning outcome was and the areas of learning the work represents.

### **Marking in Reception**

In Reception every piece of adult focused work will be marked with the date, the learning outcome and the marking code. At least twice a week there will be a detailed comment given that includes what the child has done well and where appropriate what they could try to do better.

### **Marking in Year 1**

In Year 1 each piece of work will be dated and marked using the marking symbols. Four times a week in English and Maths each child will receive a comment in greater detail when working in an adult focused group. This detail will include what they have done well, linked to the learning objective, and what they could improve on next time. When marking the foundation subjects each piece of work will be marked using the marking symbols and once a term one piece of work will be marked in greater depth with a comment that states how they achieved against the learning objective and what they could improve on next time.

### **Marking in Year 2**

In Year 2 each piece of work will be dated and marked using the marking symbols. Four times a week in English and Maths each child will receive a comment in greater detail when working in an adult focused group. This detail will include what they have done well, linked to the learning objective, and what they could improve on next time. When marking the foundation subjects each piece of work will be marked using the marking symbols and will include a short comment and once a term one piece of work will be marked in greater depth with a comment that states how they achieved against the learning objective and what they could improve on next time.

The Senior Leadership Team will monitor the use of the Marking Statement through regular book trialling.

### **Success Criteria** (How we check this statement is working)

- Do sample work trials suggest that teachers are applying the marking policy and marking scheme?
- How clear are children about the symbols used and their purposes?
- Have children taken on board corrections and attempted to rectify their mistakes?
- Have comments made led to evident progress in children's work?

**This statement has involved all members of the teaching staff, parents and governors and has been agreed by them.**

