



MARKING and FEEDBACK STATEMENT

Reviewed Autumn 2020
To be reviewed Autumn 2021

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

This policy was developed in conjunction with the research by the EEF about marking and feedback and can be found here

https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf (Due to be updated summer 2021)

At long Ditton Infant and Nursery School we recognise that immediate verbal feedback is the best way to help children progress. For our age children we believe that feedback is most effective when completed with the child and next steps can be acted on immediately. Therefore, verbal feedback is the priority for all lessons. To help others understand what feedback has been given we have created the symbols below and a brief description of what they mean. 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
- Indicating what they have done well
- Drawing children's attention to what they need to do to improve
- Give them an opportunity to carry out these improvements

Marking Symbols

Better Bubbles (KS1, YR from the summer term)	
Highlight Success (link to learning intention) In Literacy (KS1)	
Peer or self assessment	Children will underline successes either on their own or with a partner
Wishing Wand – asking children to extend and improve linked to verbal feedback	
S = Support 'I completed this with adult support'	S
I = Independent 'I completed this on my own'	I
Individual Feedback The teacher spoke to me to tell me what I had done well and what I needed to improve	IF
Class feedback The teacher spoke to the whole class about the learning completed	CF
Teacher Reviewed Work (Could be wither a stamp or drawn star or sticker)	

Tick for the learning intention achieved	
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The marking symbols will be displayed prominently in the classrooms.

Agreed Procedures

- Each piece of work will be dated and marked using the symbols above
- Children will be encouraged to respond to verbal feedback during the lesson so they can build on their learning. This might be explaining their learning to a teacher, correcting or extending their work
- Learning intentions are shared with the children and are central to the feedback/marking process including drawing attention to examples of success. Learning intentions will be put into books to help everyone understand the intent of the lesson
- 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). This could be either individually or as a whole class
- Staff and pupils will 'Highlight Successes' and use 'Better Bubbles' to help children identify what they have done well and scaffold how to achieve the learning intention
- We recognise that phonetically correct spelling is acceptable for this age group and on an individual basis we will encourage children to use the correct spellings as appropriate

Marking in Nursery

In nursery the aim is to ensure that all appropriate pieces of work are dated and marked using marking symbols

Marking in Reception

In Reception every piece of adult focused work will be marked with the date, the learning outcome and the marking code.

Marking in Key Stage 1

In Years 1 and 2 each piece of work will be dated and marked using the marking symbols.

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

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?
- Has feedback led to evident progress in children's work?