



Bidbury Infant School

Marking and Feedback on Learning Policy

Aims

Regular consistent feedback of a child's work is the single most important assessment strategy available to staff, and lies at the heart of great teaching and effective learning. Undertaken thoughtfully and constructively it can prove highly influential in motivating children to realise their potential. At Bidbury Infant School we ensure that learners get the maximum benefit from their education through an entitlement to regular feedback from all staff to enable them to understand their progress and achievement and what they need to do next to improve.

All work is marked against the Learning Objective and the Success Criteria created with the children at the beginning of lessons.

Teacher will model good presentation by using the agreed school handwriting style when marking pupils' books. This is cursive font. All marking will be done in blue or black ink.

There are multiple ways the teacher can help in closing or reducing the gap, by:

- providing appropriate challenging and specific goals or learning intentions
- clarifying the goals
- enhancing commitment to the goals
- creating a climate that encourages learning from trial and error
- motivating the students to achieve their goal
- helping students develop self-regulation and error seeking skills
- providing feedback in terms of more surface information from which to build deeper understandings

Marking

Where possible, work is marked in the child's presence. Feedback can be given verbally and is particularly appropriate with younger, less able or less confident children. Such an exchange will be accompanied by a written mark which will serve as a record that the child has received feedback.

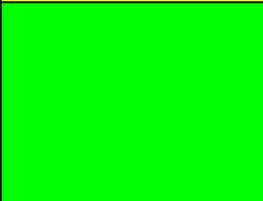
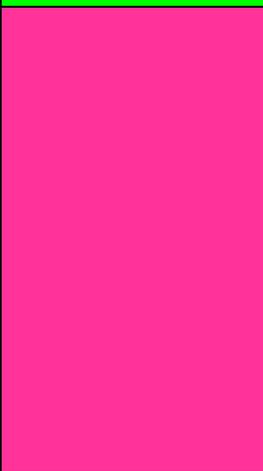
Written

As we are working with young children it is important that they understand what they have done well and what they need to improve so we use green highlighters for good work and pink highlighters to indicate that the child needs to think and improve. Great Green and Think Pink!

We use symbols in our marking that the children can easily understand. Marking symbols are displayed in each classroom and at the front of exercise books for easy

reference. These symbols and colour coding have been discussed with all children throughout the school.

EYFS	
	Identifying success in green
	Pink to mark errors/developments - children to respond to these (usually in same lesson)
Green colouring pencil	Children work back into their work as a result of feedback. This must be checked for accuracy
	Pink star - intervention (either Teacher or TA) - could be verbal - impact is seen in work
	Spelling: Words that a child should be able to spell, should be underlined with a pink line. If a child misspells a word that is ambitious for them and cannot be phonetically understood, instead of a pink line the teacher corrects the word above

KS1	
	- Evidence of the success criteria in the work will be highlighted in green - Positive comments should be linked to why the children's work has been highlighted green or to celebrate other specific success in the work (where teachers feel a written comment is appropriate) - Maths work should be ticked in green.
	If work is incorrect.  denotes spelling errors. - If a child misspells a word that they should know, they are expected to correct this word themselves using resources available in the room.  - denotes missing punctuation, incorrect use of capital letters and letter reversals. The child will be expected to correct this.  - add a word (missing word/adjectives etc)  - Maths - work that is incorrect should be highlighted pink. The child will be expected to correct this.
Purple pen	Children work back into their work as a result of feedback. This must be checked for accuracy. This should include correcting spellings that have been identified.
	Evidence of Teacher/TA on the spot intervention in the lesson/soon after the lesson, where verbal feedback has been given.

Written August 2020

Review August 2023

TT/JJ September 2020