



# **Manby Lodge Infant School Marking and Feedback Policy**

**Reviewed: Spring 2024**

**Next Review: Spring 2026 or earlier if necessary**

## **Introduction**

At Manby Lodge we know that the provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements, and be given specific time to respond to comments or feedback.

'Feedback is one of the most powerful influences on learning and achievement', Hattie and Timperley's Model of Feedback (2007). We know that the most effective feedback needs to be specific, accurate and clear and ideally takes place alongside the child. It also needs to be 'meaningful, manageable and motivating' as stated in the report: Eliminating unnecessary workload around marking, Independent Teacher Workload Review Group (March 2016).

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

### **Marking and Feedback should:**

- Be manageable for teachers
- Be embedded in classroom practice. It is an aspect of assessment which is used to improve learning and inform planning and target setting
- Be given promptly and regularly to children
- Relate to learning objectives, which are shared with children
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement and progress
- Provide next steps in learning
- Allow specific time for children to read, reflect and respond to marking
- Respond to individual learning needs, marking face-to-face with some and at a distance for others
- Be accessible to children and age appropriate
- Use consistent approaches throughout the school
- Be seen by children as a positive experience which will improve their learning
- Encourage and teach children to self and peer assess wherever possible

## **EYFS**

- Verbal feedback identifying strengths and next steps given in the moment
- Photos as evidence
- Opportunities for children to comment verbally on work and each other's work
- Observation on Tapestry linked to the EYFS framework
- Discussion with children and targeted questioning
- Symbols used to show whether work was initiated by an adult (AI), independent (I) or supported (S).
- Comments written to show the level of support, and next steps given
- Child's voice annotated

If children become ready for strategies used in Year 1 & Year 2 teachers will introduce them – e.g. "Purple Polishing Pens" (see below)

## **General marking and feedback strategies Year 1 and 2**

- Verbal feedback – it is recognised that staff constantly give children verbal feedback and this does not need to be indicated. A stamp or VF symbol will be used when there has been an in-depth discussion about the child's learning
- Reflection time – children will be given time to respond to marking, correcting spellings, editing work, checking corrections etc.
- Photos as evidence – when children have worked more practically or as a group
- Peer and whole class assessment opportunities are planned for as appropriate and children give specific feedback to each other
- Work is marked with green and pink. "Tickled Pink" identifies the child's strengths and where they have met the learning objective and what they have done well. "Green for Growth" identifies areas for development and next steps.
- A star signaled next to the WALT will show if the child has achieved the learning objective. This should be in pink. If the child has not met the LO, it will be left blank.
- "Purple Polishing Pens"- children use these to edit their work and make improvements or corrections.
- Symbols are used to show if the child was supported (S), or worked independently (I).
- Staff other than the class teacher initial work they have marked. Where there is a job share situation, teachers will initial work they have marked.

## **Subject Specific Feedback Year 1 and 2**

### **Mathematics**

- Calculations will be marked with a tick or highlighted pink if correct or a dot or highlighted green if not.
- Next steps given when needed. This will be written as a wish (W), or the VF symbol recorded.

### **English/writing**

- **Marking symbols** are used in Year 1; written in pink pen when achieved and as a wish (W) if a focus in green.
- **Marking symbols** are used in Year 2; some symbols will be used, but marking will be mostly through pink and green highlighters. Writing will show feedback through highlighting.
- One wish given per piece of writing. This can also be shown by using the VF symbol.
- The interim framework in Year 2, and the National Curriculum expectations in Year 1 and Year 2 are constantly referred to when marking and giving feedback.
- Work that needs to be annotated (where the writing is unclear or illegible), will be scribed by an adult. This may be at the time, while working directly with a child, or if necessary from a distance, as the adult will know the context and may be able to decipher the writing.
- Spelling feedback: In Year 2, up to 3 words will be highlighted or underlined in green in pieces of writing, where appropriate, and the child will be prompted to rewrite them correctly 3 times.
- Spelling feedback: In Year 1, common high frequency words, or Harder to Read and Spell words (ELS phonics scheme) will be identified, where appropriate, and the child will be prompted to rewrite them correctly.
- In Year 2 some pieces of writing will be marked using a whole class marking sheet. This involves looking at all children's work and picking out key themes and areas to develop. These will then be shared and worked on together in the input of the next writing lesson and children will be able to edit their writing based on this feedback and input. This is indicated on children's work using VF for verbal feedback. During this time, Class Teachers are also able to pin point any children who may need additional support, further work or extension and they will then form a guided group for the following lesson working with either the Teacher or Teaching Assistant.

### **Spellings**

- Key spellings are also picked out during this process and time is dedicated in the input to discussing and working on these spellings and sharing any spelling rules, patterns or strategies to help address them.

### **Handwriting**

- Children or adults identify where they have correctly formed the letter or pattern taught. This may be a circle or tick by either the child or adult. This may also be through peer review.
- All handwriting is acknowledged by an adult, but more detailed feedback will be given where appropriate.

### **Topic including all foundation subjects**

- All pieces of topic work need to be acknowledged by the teacher by indicating whether it was supported or not using the symbols mentioned previously (S or I), and whether the learning objective has been met (using a star).
- Where extended writing links to topic work, the writing will be marked in line with the English/writing guidance above.
- Where appropriate, pink and green may be used to indicate success or next steps.

### **Art**


- Children's art does not need marking symbols or written feedback. It will not always have an attached LO.
- General marking and feedback strategies will be used as above, though will mostly be verbal feedback, or opportunities to evaluate and reflect on their art when compared to known artists and their peers.



## Writing

we 23.09.2019

- WALT To punctuate sentences using capital letter, full stops, quotation marks or exclamation marks.
- WALST To write about our own hair trail using repetitive language.



we r go w ho o n o d i n g  
w e r g o n o o n a d i n c b i d  
w o t a d i n c b i d  
w h o o s k l a n d  
o h o o t r i m w o k a r u r i  
t i t o n o w e n a f o o g o v  
r i t

hear that  
each  
beautiful  
day  
over  
ch no  
we  
have  
to  
go

through it.

☺ \* 0 .  
W Abc


On Saturday  
the butterfly ate the  
flowers. He ate through  
one wasn't hungry.  
but but  
but  
but


26.09.19  
WALT write for a purpose


4. My Duncan the my  
N. appearance. I went in a week.  
I went to the lovely hotel.  
I went to a lovely hotel with  
beautiful views.  
Sunny sunny  
Sunny lovely landscape  
Sentence opener  
To Duncan  
Duncan's Bedroom


Upstairs


This House


 ① <sup>went</sup> Percy <sup>his</sup> went to plant his  
bulbs.


 But <sup>a</sup> his bulbs <sup>teeth</sup> had a teeth  
marks ~~on~~ it.


 Then ~~the~~ the squirrel ①  
appeared!  
appeared


 Percy <sup>he</sup> said  
~~happy squirrel~~ to  
the squirrel now what can't  
you find? ~~said~~ yeld Percy but...


 Took with a shovel <sup>to</sup> across  
the mol with a shovel <sup>to</sup> across

#10.19  
 HALL order and retail's familiar story ①  
 ✓ \* G41



# Mathematics

1.10.19  
WALT add three numbers together

③☆

$3+5+7=15$  ✓

$4+6+7=17$  ✓

$2+9+1=12$  ✓

$2+2+6=10$  ✓

$6+4+5=25$  ✓ 5

$7+6+3=26$  ✓

$2+9+8=29$  ✓

$1+9+6=26$  ✓

$2+1+3=9$  ✓

$5+6+7=18$

$8+4+3=15$

15.10.19  
WALT find the missing number

used 100 □

①☆

$4+19=23$  ✓

$28+11=39$  ✓

$11+19=30$  ✓

$12+17=29$  ✓

$19+18=37$  ✓

$27+21=48$  ✓

$7+12=19$  ✓

Verbal Feedback Given

w/b 30th September 2019  
WALT Represent different numbers with object  
Count forwards  
Count backwards

①

Lewis

26 27 28 29 30 31 32

10 9 8 7 6 5 4 3 2 1

20 19 18 17 16 15 14 13 12 11

w/b 7th October 2019  
WALT Solve and write calculations involving the addition and equals signs

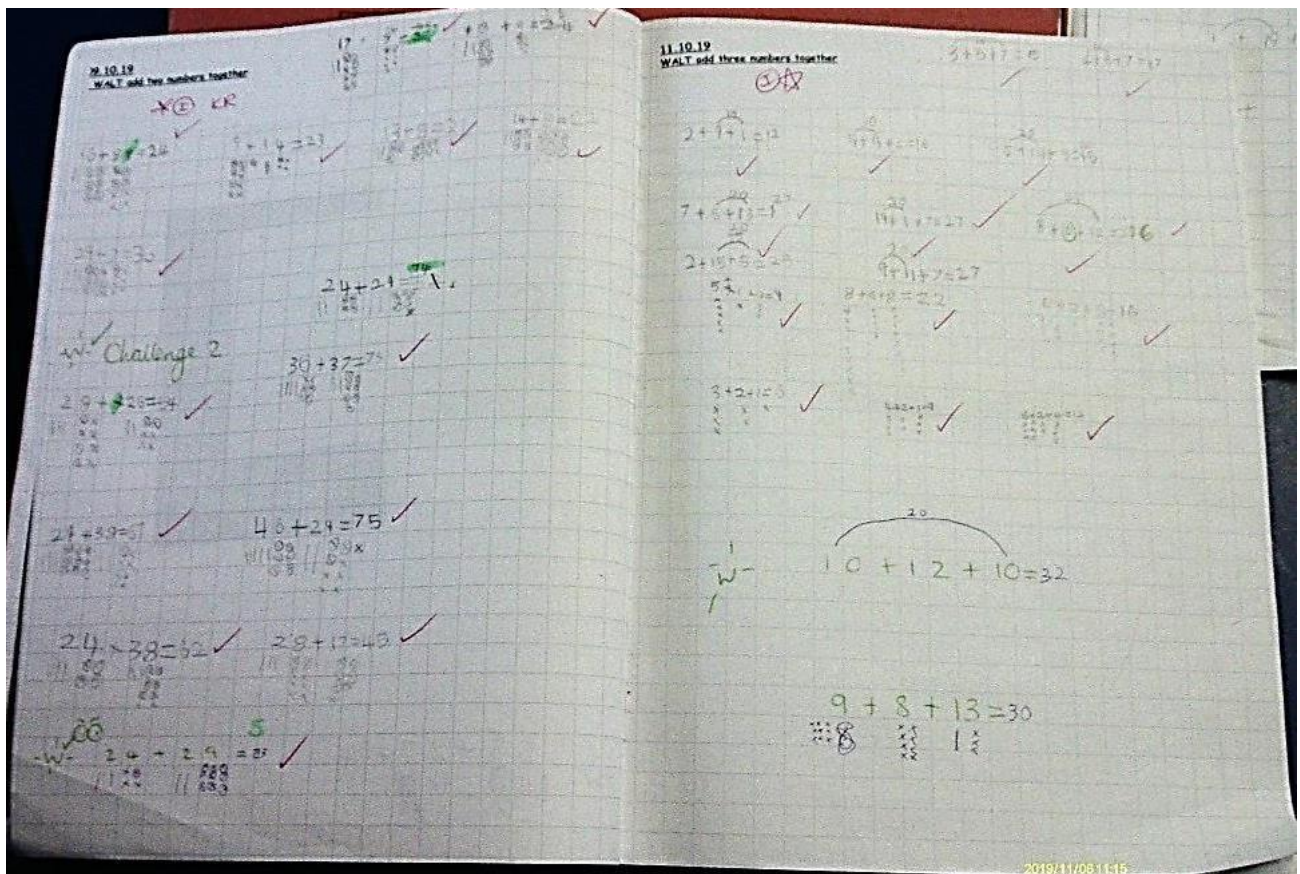
①

$1+2+2=8$

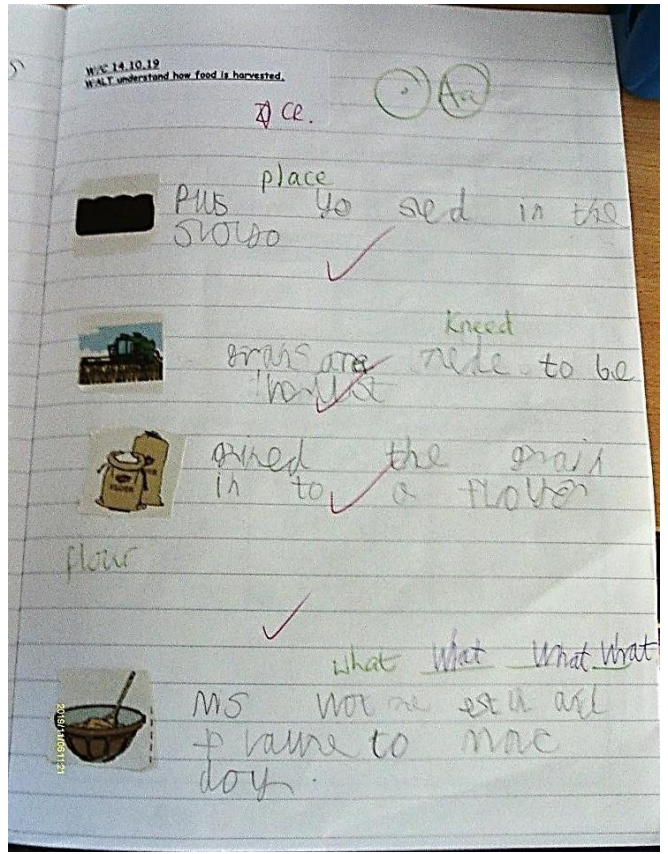
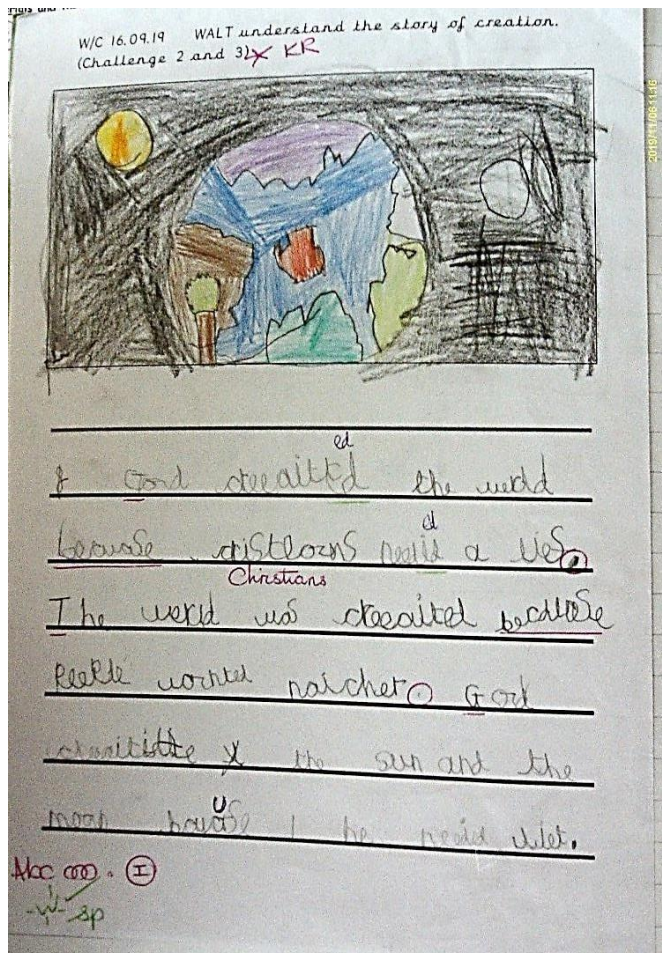
$2+4=6$   
 $5+1=6$

5 5 2 5  
8 8 8 8





Topic






W/C 09.09.19 (I) ☆

Why is the bible important to Christians?

The Bible is important to Christians because it tells them all about Jesus and God. ✓

The Christians live in God's rest ✓

Bible +



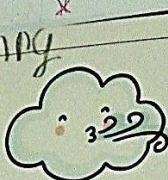

W/b 14<sup>th</sup> October 2019  
WALT Discuss and describe and write about our daily weather patterns.

Name: MURPHY Date: \_\_\_\_\_

32.2

On a windy day I can

blow away

EYFS

0156 45 p1be 1011

4/11. Amy

(I) carried on writing and ordering numbers past 5.

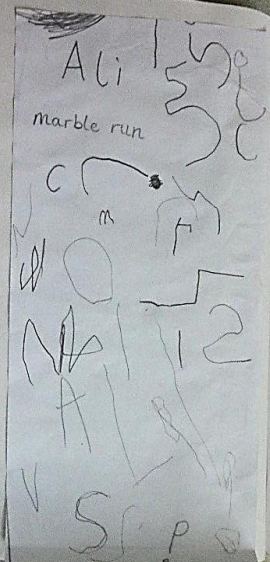
Ali 15

marble run

Crab and ladders

Pizza game

1.10. Needed support to find letter but found them instead



18.10.19

(I) Aston enjoyed finding things that were magnetic that were magnetic sheet and modelled. Aston carried on actively

board Plane

P.p.p.

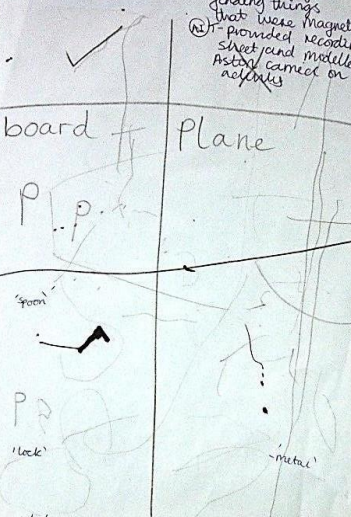
'moon'

P.p.

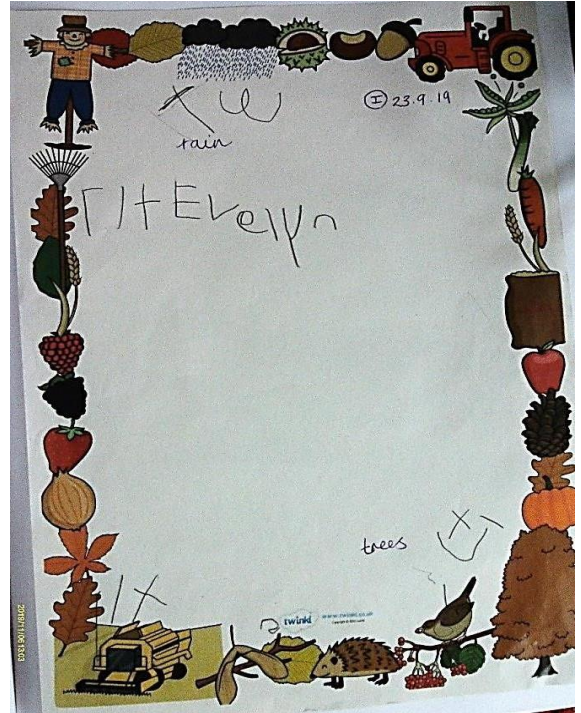
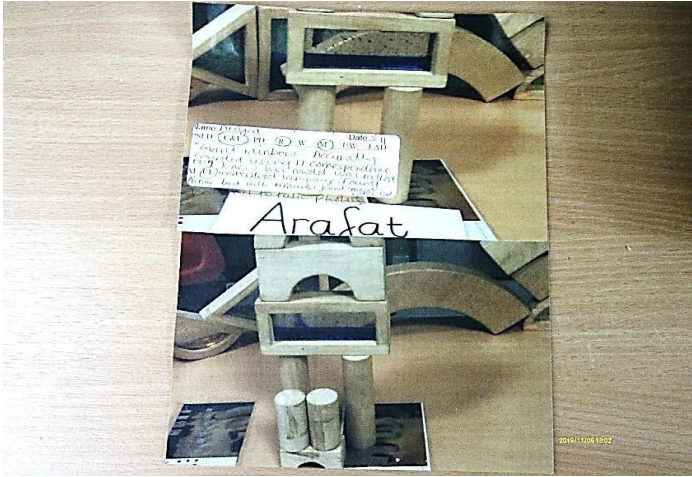
'back'

'metal'

Could hear some initial sounds and began to recognise







## Marking Symbols Year 1 and Year 2

My next step is...	wish achieved	support	independent work	verbal feedback given

capital letters	full stop	finger spaces	neat handwriting	spelling

b and d reversal	adjectives	speed up	read and check work



A star next to the WALT indicates that the Learning Objective or Intention has been met.