



Dereham Church Infant and Nursery School
Marking and Feedback Policy
September 2022-2025

What is the purpose of the policy?

The purpose of this policy is to make it explicit how teachers mark children's work and provide feedback to ensure effective learning.

Rationale

Dereham Church Infant and Nursery School considers that all children's work is valuable and should be treated with respect. It is important to provide constructive feedback to children focusing on success and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

Aim

Effective Marking and feedback should:

- Give recognition and praise for achievement.
- Show the children that their work is valued and purposeful.
- Allow specific time for children to read, reflect and respond to marking:
- Provide a record of progress.
- Inform future planning.
- Use consistent codes across the school.
- Be manageable for teachers and accessible to children.
- Involve all adults working with the children in the classroom.

Guidelines



- Marking should be related to clear learning objectives which are understood by the child.
- Marking should provide clear feedback, relating to the success criteria.
- Marking should be legible and clear in meaning.
- Children's achievements need to be celebrated in order to motivate and encourage.
- Comments need to identify the next steps in the child's learning.
- Time needs to be built in to lessons in order for children to read marking and respond to it.
- Work needs to be marked promptly so the child is aware that the outcome of every task is considered to be important.
- Teachers need to follow the agreed approach in each subject and use strategies for their particular year group as set out in appendix.

Types of Marking:

Focused marking - linked specifically to the Learning Intention of the lesson and Success Criteria is ticked. A Next Step should be indicated **where applicable** and should be clearly visible. All staff to use **purple pen** to mark.

When focused marking is used to give Next Steps the teacher may use different types of prompts depending on the task involved and the ability of the child – examples of these are –

- **A reminder** - *Look at last lesson for the correct spelling*
- **A challenge** - *'can you think of a better word than 'bad'?*
- **A scaffold prompt** - *'what kind of monster was he? Change bad for a word that makes him sound more scary'.*
- **Example prompts** - *'Try one of these words or your own instead of 'bad' – ferocious, terrifying, evil'*

Positive comments 	Next steps 
I love the way...	Next you need to...
I like the way that you....	Next time....
You have shown me	Your next step is...
I think you.....	Remember to/that....
I like how.....	Can you.....?
	Go back and improve....
	Your target is.....
	Perhaps you could.....
	To improve you could...

Verbal Feedback – a discussion about the learning with the child. It is immediate and personal. The adult or the pupil will record a response to this.

Discretionary Marking - comments/observations can refer to other issues if the teacher judges this to be appropriate (e.g. if a pupil has an ongoing target to spell a certain high frequency word correctly). Spelling, punctuation and grammar errors should be addressed in marking. Words that relate to the topic should be corrected if incorrectly spelled, as should high frequency words or common errors particular to the child. The amount of spellings corrected in any one piece should not exceed 3 (KS1).

Responding to Marking:

At the beginning of every lesson, pupils need to be given an opportunity to read and respond to comments. Children should respond to feedback using a **green pen**.



How do children evaluate their own learning?

When appropriate, children will self or peer assess the work against the success criteria.

Appendix to marking

Year Group	Subjects			
Foundation Stage	<p>All EYFS staff should provide feedback according to the following principles:</p> <ul style="list-style-type: none"> • Be positive and constructive. Rewards should be given readily to praise and motivate. • Be clear concise and explicit • Ensure children's understanding of feedback given - through questioning and follow up activities • Provide children with a next step to move learning forward • Verbal feedback should take precedence • Be related to ability and attainment • Related to learning intentions taken from weekly planning and planning for continuous provision • When possible, written feedback should take place in the presence of the pupils • Marking and feedback should be used to inform future planning for personalised learning 			
Key Stage 1 Years 1 & 2	English	Maths	Science	Other Subjects
	<ul style="list-style-type: none"> • Tick next to success criteria • Correct at least 3 spelling words – HFW or topic related words • Comments to be written in cursive • Once a week a longer piece of writing will be marked using the following strategies: <ul style="list-style-type: none"> - Written feedback to be provided to identify next steps. • Attention will be drawn to incorrect formation of letters by circling and pupils will be encouraged to practise. • Observation/next step when applicable. • <u>All</u> misconceptions need to be addressed in every piece of work. • Marking codes used to identify adult support 	<ul style="list-style-type: none"> • Tick next to success criteria • Tick the correct answers • Incorrect work will be identified/circled and pupils will be given the opportunity to respond. • Number reversals will be corrected. • A challenge question where applicable. • An observation written where applicable. • Quick response marking will be used to inform planning and immediate intervention opportunities. • Marking codes used to identify adult support 	<ul style="list-style-type: none"> • Tick next to success criteria • Learning Intentions are linked to N.C • Scientific language is used always • Children reflect on previous science learned and respond to teachers marking • Photographs are used especially when evidence of work done does not appear in books and can be used for: <ul style="list-style-type: none"> -Pictures of work done • Evidence of diagrams and data and their interpretation where appropriate • A challenge question where applicable. • An observation written where applicable. 	<p>To be marked in line with literacy:</p> <ul style="list-style-type: none"> • Tick next to success criteria • Focus on the learning Intention and the skill. • Correct spelling of up to 3 High Frequency or Topic related words. • A challenge question where applicable. • An observation written where applicable.

Marking Codes

Correct	v
Incorrect	X
Go back and look again	.
Positive comment	
Next step	
Independent work	I
With support	S
Verbal feedback	vf
Extension activity given	Ext
Good effort	