



Rawmarsh Ryecroft Infant School

Marking & Feedback Policy

Reviewed: September 2024

Next Review Due: September 2026

INTENT

Using the guidance and information in the DfE School workload reduction toolkit - Feedback and Marking (Updated July 2022), our principles of marking and feedback are that it must be:

- **Manageable:** Assessment policies should be clear that marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Meaningful:** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Effective feedback is essential for pupils to make progress and we do not believe all marking should be eliminated, but it should be proportionate, and the quantity of feedback should not be confused with the quality. The outcomes and impact of the marking should always be considered.

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments, both verbally and in writing, acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Marking has the potential to be a powerful and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other support staff about individual progress and attainment.

Evidence of our response to children's work can be found recorded in books, though due to the age of our children we value the affect of verbal feedback. We use our judgement as professionals when working with young learners to take them forward and provide time for them to impact upon advice.

We believe that the most effective way of marking for all pupils is through dialogue.

Aims

- To assist learning
- To provide information for formative and summative assessment
- To encourage, motivate, support and promote positive attitudes
- To inform planning

- To promote higher standards
- To correct errors and clear up misconceptions
- To recognise achievement, presentation and effort
- To provide constructive feedback and allow time for next steps
- To show pupils that we value their work.
- To allow pupils to reflect on their past performances and to set new targets (next steps) together with the teacher.

Objectives

At Ryecroft marking:

- Is constructive
- Is related to needs, attainment, ability and developmental readiness.
- Is related to learning objectives which are shared and made clear to the pupils in advance
- Follows consistent practice throughout the school
- Ensures that pupils know how well they are doing and what they need to improve to make further progress
- Provides pupils with opportunities to assess their own work and that of others
- Is positive and constructive with appropriate praise given.
- Sets targets for children to ensure pupil motivation and involvement in progress
- Encourages a dialogue between teacher and child
- Provides feedback and time for pupils to edit and improve work.

IMPLEMENTATION

Teaching and Learning

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps.

EYFS

Marking at EYFS is mainly through verbal feedback with some use of simple quality marking for writing - staff have a number of systems in place which record information and they also make observations when working with children using a variety of different methods.

Broad Guidelines

- Writing will usually be marked in detail (Quality Marked) -children edit work at the end of each piece. Some will be marked and edited alongside the children as a tool to support learning. This is based on the level of scaffolding used through the writing process with at least 1 out of 2 pieces quality marked.
- Ongoing marking is used effectively within lesson allowing for misconceptions to be addressed immediately and verbal feedback used on the spot to allow children to make changes and corrections as required.
- All other work will be marked and checked using the schools agreed code. This may be done alongside the children to allow immediate feedback or later on.

Whenever possible children are given an opportunity to act on the written or verbal advice.

- Teachers or teaching assistants mark the work to provide this speed of feedback
- Blue or black pen is used, and care is always taken to preserve the integrity of pupils' work.
- Quality marked writing includes the use of the green highlighter and purple pen so children can understand aspects that the teacher believes deserve specific praise and understand their next steps
- Children's editing is completed in purple so staff can identify where improvements have been made.
- Marking includes verbal and written feedback.
- Partnered work - children are encouraged to evaluate their own and other's achievements against the learning objective and success criteria.
- **All children's learning should be marked, acknowledging the efforts they have made.**

Planning and Assessment

Marking informs planning and provides information for assessment and corrections support the child's learning. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark with teachers make positive comments as well as comments about the next steps for improvement. Marking is for the direct benefit and improvement of the children's and is undertaken by staff to inform the child of the progress they are making and their next steps for learning. It should not place an undue workload on staff which does not directly benefit and support the child.

Agreed Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful. The following agreed code will be displayed in every classroom so that all children are aware of the meaning of the various markings.

All staff will use the code as an aide memoire as appropriate to the age of the child.

Comments are written whenever useful, giving targets for future work.

Initials of the teacher or TA are written on the work to show that the work has been seen.

I Is to show the work has been completed independently.

V Shows that verbal feedback has been given

S/Sp Shows that support has been given

- Is to show which learning needs to be checked

P Is to show correct work

sc Is to show work has been self corrected by the child



and Work underlined with a green highlighter demonstrates work staff are pleased with.



Provides next steps to improve learning further.

Abs Code will be used if a child is absent at the conclusion of a piece of work.
If a child is absent for a
period of time this will also be indicated in their book

When marking is done without the child present time needs to be given to allow pupils to reflect upon marking to ensure that they benefit from it.

IMPACT

Monitoring, Evaluation and Review

A key aspect of the Assessment leader and SLT's role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school. This is achieved in a variety of ways including reviewing, planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources.

Staff Development and Wellbeing

"Marking and Feedback should not place a time-wasting burden upon teachers and the quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work." (Workload Review Group marking report, March

2016)

We are committed to ensuring that all staff develop and maintain their skills and are able to make professional decisions regarding assessment and marking. Moderation of marking and assessment and supporting staff during busy periods in school is key, with colleagues regularly meeting together to mark and moderate both formally and informally. Staff are encouraged to seek advice from each other and identify areas in which they feel they may benefit from further training. Training may be provided in a number of ways including in school provision and attendance on courses. The subject leader will ensure that staff are aware of training opportunities.

The Role of The Assessment Co-ordinator

- To monitor the implementation/effectiveness of the marking policy.
- To use assessment data to monitor progress.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions where staff moderate marking across the school.
- To make recommendations for further improvement.

Monitoring and Review

This policy will be monitored and reviewed in **September 2026** or before if required and updated as necessary. -

Please Also See

Assessment calendar

National Curriculum Key Stages 1 and 2/EYFS Document

Assessment, Recording and Reporting Policy / Assessment Calendar

Teaching and Learning Policy

Curriculum Policies

Behaviour Policy