Abbey C of E Infant School: Marking and Feedback

Reasons for marking

At Abbey Infant School, the staff believe that it is important to respond to pupils work in order to:

- Identify and monitor pupils' progress
- Provide oral and written feedback, recognizing effort and achievement
- Support a pupil in their learning by providing appropriate support and challenge
- Ensure the pupil is moving forward in their learning and making progress
- Involve pupils in reviewing their own work and plan for future learning
- Support a dialogue between pupil and members of staff
- Give encouragement, develop the pupils growth mindset and improve a pupil's confidence and self-esteem
- Support a dialogue between teacher and parent

Our Aims:

At Abbey Infant School, we aim to:

- Provide a consistent approach to how we mark throughout the school, so children are familiar with the methods
- Use marking as a tool for formative assessment

Marking and Feedback should:

- Be meaningful, manageable and motivating
- Be immediate
- Involve all adults in the classroom
- Be positive
- Have an impact and move children forward in their learning, ensuring progress

Marking Procedures

At Abbey Infant School the staff have agreed to adopt the following:

- All worked will be marked, and where possible, marked with the child.
- Staff will use a black or blue handwriting pen.
- Staff will write comments, using handwriting which reflects the handwriting policy
- Success criteria will be displayed and referred to in every lesson.
- The learning objectives, success criteria and date will be displayed on all work.
- Learning objectives will be matched to pupil's targets/next steps and be indicated by the following abbreviations (EHCP, ILP, B5, NC, GC)

  EHCP – Education Health Care Plan

  ILP – Individual Learning Plan

  B5 Birth to 5 Matters

  NC – National Curriculum

  DC – Developing Challenge

- The use of resources will always be indicated
- The level of support will be indicated using the following symbols:

d I have discussed my work with an adult. (brief phrase to indicate focus of verbal feedback)

S "**S**omeone has helped me with my learning" (with support)

I **"I** have worked on my own." (independent)

I → S I worked on my own but then needed some support.

S → I I had help at first but then I could work on my own.

Marking of Maths

Questions and activities should be marked with a ✓ or •

Clear, concise leaning objectives and success criteria will be ticked when achieved

Pupils should correct their errors during the lesson or at the start of the next lesson.

Number reversals need to be corrected and practised in every lesson

Resources used will be recorded (e.g. 100 sq, Base 10, counters)

Challenges – when children are fluent in their work teachers should provide a 'green challenge' to challenge and deepen children's thinking, understanding, problem solving and reasoning skills. Challenges can be provided at any time during the lesson to deepen thinking and support progress.

Marking of Literacy

All marking completed by an adult should be done with blue or black handwriting pen.

Reception

- All writing activities must be accompanied by the learning objective, 'I can…' which will be ticked if achieved.
- 'Hold A Sentence' writing activities must be accompanied by a label, with the learning objectives in child's talk. This should be ticked if the child has met the objective/s. A stamp should be used at the end of their writing to share what their next steps are. This target is then recapped in the next writing session.
- The stamps and steps to success should be shared with the children and should be displayed in the classroom for children to refer to.

KS1

- Writing activities must be accompanied by a label, with the learning objectives in child's talk. This should be ticked if the child has met the objective/s.
- Feedback should be linked to the learning objectives.
- At the end of a unit, the child should be given a stamped target at the bottom of their page after their independent write. When met, children will receive a new target. This target will be referred to before the child's next piece of writing.
- The stamps should be shared with the children and should be displayed in the classroom for children to refer to.

- Abbreviations should be displayed in the classroom for children to refer to.

  After writing (d) these symbols can be used to highlight the area you have discussed with the child:

  CL- capital letter

  FS- full stop

  SP- spelling

  LF- letter formation (specify)

  DTM- deepen the moment

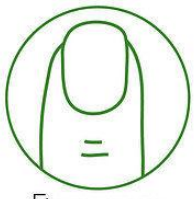
Spellings

- Incorrect taught spellings of common exception words and high frequency words matched to the year group will be marked and indicated to the children to attempt again. Children should then re attempt. An individual tick sheet of common exception words is recorded termly and stored within the classroom. Regular spellings that are spelt incorrect by the majority of the class should be picked up in spelling sessions and displayed for children to refer to.

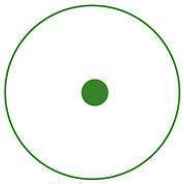
Handwriting

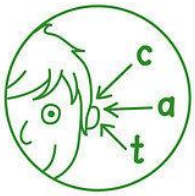
- Any key words/letters that are not formed correctly, will be picked up on for children to practice.

Stamp – Symbols- to be displayed in classroom and used for targets (Reception/Year 1)



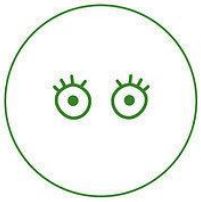
(Specify)



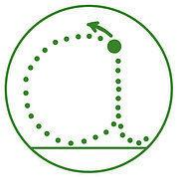


Listen for sounds

Capital/lower case letters



Check it makes sense



Letter formation

(Specify)

Growth Mindsets

We are working to develop a growth mindset learning culture and this is reflected in the marking. The children understand that in order to learn they must be brave and make mistakes, and this allows them to tackle challenges they wouldn't have attempted before. Our learning characters support children to recognize and talk about learning behaviours.

What Is Growth Mindset?

The term 'growth mindset' refers to a way of thinking, learning and taking on challenges. A person with a growth mindset, takes feedback and uses it 'to grow'. They take on new challenges, push themselves and show resilience and perseverance.

We recognise we need to praise children's effort (not what they achieve). It helps to praise specific things that the child has done (e.g. I could hear you were stopping at all of the full stops whilst you were reading) rather than making a general comment (good reading).

Some key aspects of Growth Mindset

- *We remember it's always OK to make mistakes – we learn from them*
- *We never give up!*
- *We learn from each other*
- *We don't compare ourselves with others, but we do learn from others*
- *We like challenges – which really helps us make progress*
- *We take risks*
- *We join in as much as possible*
- *We remember that mastering something new feels so much better than doing something you can already do*
- *We remember that the brain is making new connections all the time – the only thing you need to know is that you can learn anything!*

Possible Growth Mindset Feedback (verbal or written):

Keep going, you will get there.

I can see that you have worked hard on this.

I'm really proud of your hard work.

You've worked your brain today.

I'm really pleased you stuck with it even though it was tricky.

Now you're ready for a challenge.

Keep going, you will get there.

Not there yet…keep trying.

Let's have a go tomorrow with a fresher brain.

I can see you're growing.