



Farnborough Road Infant School

Policy on Marking and Feedback

“Learning, Caring and Achieving Together”

Introduction

At Farnborough Road Infant School, we understand the importance of marking work, giving feedback on it and giving ‘fix-it time’. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will ‘live mark work’ and give feedback as an essential part of the assessment process, which takes children forward in their learning.

Rationale

- The main objective of marking and feedback is not to find fault, but to help children learn to boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. Errors are opportunities to learn. Fix-it time/correcting errors = learning time.

Aims and objectives

We mark children's work and offer feedback in order to:

- Promote learning, progress and offer challenge.
- Give praise, give guidance and challenge
- Show that we value the children's work, and encourage them to value it too;
- Share expectations;
- Gauge the children's understanding, and identify any misconceptions;
- Provide a basis both for summative and for formative assessment;
- Provide the ongoing assessment that informs future teaching and learning.
- To identify Quality First Strategies and Resources that may be needed to support learning

Principles of marking and feedback

We believe that the following principles should underpin all marking and feedback:

- It can be given by a teacher, teaching assistant, or through peer review celebrating successes and identifying priorities for development.
- It can support, consolidate, intervene to accelerate and challenge.
- It should be a positive experience, with recognition given to the efforts made by the child.
- It is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should relate to the lesson objective and the child's own personal learning targets
- Teachers will note errors, misconceptions that are made by children and use them to inform future planning.
- Children should be encouraged to read back and assess their work and older children should be encouraged to edit work if appropriate.
- Children's work can be shared with parents, carers and governors to celebrate successes.

Guidelines for teachers and adults working with children.

1. Teachers should use their judgement considering the individual learning needs and ability of the child in the correction of spellings and handwriting.
2. Children and teachers can use insertions to add missing words.
3. If work is unacceptable, tell the child why and how they can improve this.
4. Marking may involve a tick, sticker or a smiley face and must include whether the work is guided work or independent.
5. (sp) means some ‘spellings’ were given.
6. (HW) means the activity was ‘handwriting’.
7. (I) means independent work.

8. (C) means work is 'copied', either from a card, sheet, whiteboard etc.
9. (WH) means the child has completed work 'with help'.
10. (1:1) one to one support.
11. (GW) means the work is guided

Mathematics

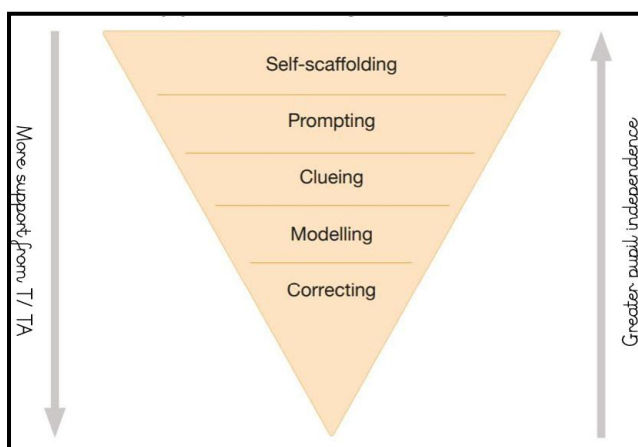
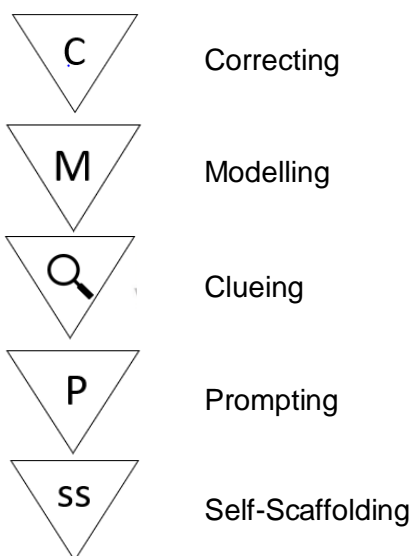
In addition to the above:

1. Teachers mark correct work with a tick and incorrect work with a dot.
2. All children correct work and it is marked with a tick and a 'c' to show it is a correction.
3. Number reversals are identified and fixed by the child. Calculations containing reversals to be ticked if correct.
4. Annotate work to indicate equipment used (NL) number line, cubes, (NS) number squares, NUMICON etc

Scaffolding Pyramids

At FRIS we support our children in becoming confident, independent learners and use scaffolding pyramids to help achieve this. Scaffolding pyramids form part of our adaptive teaching approaches and are designed to enable staff and children identify the type of support that is necessary in order to be able to complete a task.

Scaffolding pyramids should be used to identify the levels of support children need. This is not used for every piece of work and is used, as appropriate, by the class teacher/ TA. When using the scaffolding pyramid, staff should annotate the piece of work with a small symbol to show the type of support that has been given.



For the children

One neat line through a mistake, rubbers only to be used as directed by the teacher.

Monitoring and review

This policy will be reviewed every 3 years, or earlier if necessary.

Updated September 2024

Signed _____ Date _____ Headteacher.

Signed _____ Date _____ Chair of Governors.