

# **PALFREY INFANT SCHOOL FEEDBACK & MARKING POLICY**



**DEVELOPED IN CONSULTATION  
LEADERSHIP TEAM & TEACHING STAFF**

**Reviewed and amended March 2021**

*As a Rights Respecting School we believe:*

*Every child has to learn and have an education. Article 28 & 29*

*Every child has a right to be safe from harm and abuse : Article 19*

*Every child has a right of freedom of expression. Article 13*

*Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30*

*Every child has a right to rest and leisure. Article 31*

*Every child has a right to keep healthy Article 24*

*We believe we fulfil these rights at Palfrey Infant School*

# **PALFREY INFANTS FEEDBACK & MARKING POLICY 2021**

## Definition

Feedback is a response to children's work that makes a difference in their future learning. At PALFREY INFANTS we value both oral and written feedback.

## Purpose

The purpose of this policy is to standardise marking in Foundation Stage and KS1 We want it to provide feedback to pupils and inform teachers and parents about the achievements of pupils.

For pupils we want feedback to:

- Let a child know what they have achieved
- Consider points for improvement
- Help build self esteem and motivate
- Help children understand what targets they need to work on
- Encourage a response from a child

For the teachers we want feedback to:

- Inform planning so we can advise individual children on how to progress to the next step
- Help us gain a sense of how the class as a whole, or groups within it, are performing.  
This overall sense may be related to current learning and for future priorities in teaching
- Inform differentiation
- Provide us with a record

## Key Principles

1. Feedback focuses on the learning intention.(WALT)
2. Feedback is shared verbally with the pupils during their task wherever possible (particularly in Foundation Stage and KS1).
3. Feedback should be positive and constructive.
4. Feedback to take into account individual needs;
  - Personal targets
  - Self esteem
5. Feedback should be developmental it should arm children with the tool/skill of how their own work can be improved.
6. Feedback should set up a dialogue between teachers and children (written or verbal),
7. Be manageable!

# PALFREY INFANTS FEEDBACK & MARKING POLICY 2021

At PALFREY INFANTS we recognise that one of the most powerful approaches to feedback is the 'success and improvement model'. In brief; the teacher tells children the learning intention at the beginning of the lesson, the feedback then tells the child to what extent they have met the learning intention but also includes feedback on how they can come closer to reaching that Learning Intention.

We recognise that this approach is one that raises standards.

In Foundation Stage and KS1 this will often be given instantly and verbally as we realise that this has the greatest impact.

Where written comments have been used, it is essential that time should be made available for children to **read them and respond where appropriate.**

## Implementation

- Teachers and support staff give feedback; oral and/or written.
- Self-Assessment Grids with WALT/WILF ( Developing to Teacher/ Pupil assessments)
- A common marking code is used across the school (see attached).
- Display the marking code in the classroom.
- Marking should be completed in differentiating colours

|                     |       |
|---------------------|-------|
| Teachers/ HLTA      | Red   |
| Teaching Assistants | Blue  |
| Supply / Student    | Black |
| Pupils              | Green |

- Feedback should be marked against the learning intention grid wherever possible. (WALT/WILF)
- Feedback should be positive but also attempt to move the pupil forward.
- All work should be acknowledged.

## Self Assessment Grids Year 1 & 2

At PALFREY INFANTS we are working hard towards self-assessment enabling pupils to become reflective learners.

- We intend to introduce the idea to pupils by the end of Year 2
- We want children to look at their own work against the learning intention.
- We want them to look at what is good in their work and be able to say how it could be improved.
- We want the children to become familiar with the marking code and intend to set aside a little time to enable written comments to be read so a pupil can consider how to improve.
- Wherever possible, 5 minutes of a lesson should be given to reflect on written feedback of work. (Pupils to respond in **GREEN pen**)
- Pupils Y1-2 should use their targets to identify key areas for improvement in maths and literacy skills.

# PALFREY INFANTS FEEDBACK & MARKING POLICY 2021

Pupil books should **ALWAYS** reflect our commitment to Assessment for Learning, encouraging pupils to become reflective learners.

|  |   |
|--|---|
| <p style="text-align: center;"><b><u>Foundation Stage</u></b></p> <p>Share WALT/ WILF verbally.<br/>         Mainly verbal feedback.<br/>         Talk Partners introduced<br/>         Thumbs up/ Thumbs down 👍👎<br/>         Praise</p> <p>A Colour coding system is used for planning and assessment to indicate the developmental stage.</p>   | <p><b>LEARNING JOURNALS</b></p> <p><b>NURSERY</b></p> <p>0-11 months<br/>         8-20 months<br/>         16-26 months<br/>         22-36 months<br/>         30-50 months<br/>         40 - 60 months</p> <p><b>RECEPTION</b></p> <p>0-11 months<br/>         8-20 months<br/>         16-26 months<br/>         22-36 months<br/>         30-50 months<br/>         40 - 60 months<br/>         ELG: Early Learning Goal</p>   |
| <p style="text-align: center;"><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>• WALT/WILF: written and shared by teacher</li> <li>• Teacher mark to success criteria ✓ <math>\frac{1}{2}</math> x</li> <li>• Self-Assessment WALT/WILF grid ✓ (Summer)</li> <li>• Next step comments where appropriate.</li> <li>• Thumbs up/ Thumbs down 👍👎</li> <li>• Talk partners</li> <li>• Teacher modelled/ scaffolded strategies : Numeracy</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>TYPES OF FEEDBACK IN BOOKS</b></li> <li>• Short/ Light Touch Marking : WILF assessed</li> <li>• Photographic evidence</li> <li>• <b>Prompt marking</b> ( Example, scaffold, reminder and scaffold, task)</li> <li>• Verbal Feedback: VF , pupil response on a post it or speech bubble</li> <li>• Spellings x 4 (Writing/ topic focus key words / CEW)</li> <li>• In depth marking (Writing) assessment</li> <li>• Highlight sentences that child needs to change / improve. ( Developing editing)</li> </ul> |
| <p style="text-align: center;"><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• WALT/WILF: written and shared by teacher</li> <li>• Teacher mark to success criteria ✓ <math>\frac{1}{2}</math>.</li> <li>• Close the gap comments (pupils begin to respond Y2, green pen)</li> <li>• Self-Assessment ✓ 1/2, x against WILF</li> <li>• Peer assessment evidenced against specific criteria (developing opportunities end of Y2)</li> <li>• Thumbs up/ Thumbs down 👍👎</li> <li>• Talk partners</li> <li>• Teacher modelled scaffolded strategies : Numeracy</li> <li>• Extension task / challenge</li> </ul> |   |

# PALFREY INFANTS FEEDBACK & MARKING POLICY 2021

## PALFREY INFANTS Feedback Code - Whole School

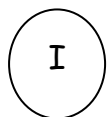
All work should be dated

Feedback should indicate

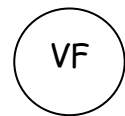
CI = Child Initiated (EYFS)

**ADULT support** TA (Teaching Assistant)/ T (Teacher)/ S (Student) / I (Independent) ST( Supply Teacher)

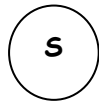
**CONTEXT & RESOURCES:** use of scaffolds e.g. numberline, cubes, numicon



Independent/unaided work identify use of scaffolds e.g. number line



Verbal feedback given to child



Supported



Mentally (completed mentally in Maths)

Specific to Foundation Stage and KS1 (where appropriate)

**Highlight :** to indicate area pupils need to focus on.



correct answer

× or . incorrect answer



insert missing word



new line



finger space



with a qualifying statement, e.g. confusing, conference may be appropriate (where appropriate )

~ Common spelling error, punctuation error

Maths errors: circle focus/ square box given

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## **NURSERY & RECEPTION: PROCEDURES FOR PLANNING & ASSESSMENT**

### **NURSERY**

A Colour coding system is used for planning and assessment to indicate the developmental stage.

0-11 months

8-20 months

16-26 months

22-36 months

30-50 months

40 - 60 months

eg - **PD:MH:3** would indicate Physical Development : Moving & Handling : Statement 3 in 22-36 months

### **LEARNING JOURNALS**

Within the Learning Journals the age bands are highlighted to determine level of attainment in line with the Classroom Monitor tracking system

eg **22-36 months** ALMOST

**22-36 months** MET

### **ASSESSMENT PIECES for LEARNING JOURNAL**

Assessed against Writing / Moving & Handling / Speaking

Levelled

An exemplification document is used for Internal Moderation

16-26 months (Makes marks as a sensory experience not connected with communicating meaning)

(Makes connections between their movement and the marks they make) PD:MH

22-36 months (Distinguishes between the marks they make - Uses grip 2/3)

30-50 months (Writes their name or almost - Uses grip 3/4 - gives meaning to marks they make)

40-60 months (Writes using the sounds they know in sequence - Writes name and other words)

### **BASELINE ASSESSMENT**

Colours/2D Shapes/RML sounds Number Recognition & Counting/Positional Language/Language of Size

**WELLCOMM:** Language development and understanding programme

### **TERMLY TARGET SHEETS**

One target from each of the 7 areas, which is then linked to the work in the Learning Journal using stickers. (Targets set end of Autumn 2 and assessed against End of Spring 2) (Targets set End of Spring 2 and assessed against at the end of Summer 2)

### **LEARNING JOURNAL SHEETS**

First page - hand print & picture frame with age and start date

Home School Link sheet - completed with parents at parent induction meeting

Starting school sheet - any photographs taken during transition visits

My First Picture - Independent

Cutting activity

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My First Day sheet - photographs taken during first day of admission  
Any completed assessment sheets  
How old am I - birthday cake  
First Long Observation sheet  
Who Lives In My House

## **TALKING BOOKS**

Every 3 weeks (approximately two per half term)  
Based on agreed activities or events (WOW moments)  
Speaking Statements on inside of front cover  
2 double pages per activity - 1<sup>st</sup> page (images/photographs), context and agreed questions  
2<sup>nd</sup> page pupil's individual stickers, colour coordinated + image, and placed in the same position throughout the book to aid SMT pupil tracking.

## **INTERVENTIONS**

Basic Language  
WELLCOMM / Talk Boost  
Shapes / Colours / Numbers/ Fine Motor Skills

## **RECEPTION LEARNING JOURNALS ASSESSMENTS**

A Colour coding system is used for planning and assessment to indicate the developmental stage.

0-11 months

8-20 months

16-26 months

22-36 months

30-50 months

40 - 60 months

ELG : Early Learning Goal Met

## **FLOOR BOOKS**

Based on agreed activities or events (WOW moments)  
To indicate WoW moments within school and used for evidence of Communication & Language development.