

Village Infants

Feedback and Marking Policy



September 2023

Village Infant School Feedback and Marking Policy (Sep 2023)

Aims of Feedback at Village Infant School

At Village Infants we believe the most valuable feedback focuses on helping the pupil improve. Feedback is information that 'closes the gap' between where a pupil is and where the pupil needs to be. For this to take place teachers need to find out what their pupils know and understand.

Research has shown that "*Feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible.*"
(Hattie, 2012)

We believe that for feedback to be effective teachers need to plan for pupils misconceptions to be identified, explored and challenged, to make transparent the links with their prior experiences and to provide multiple opportunities and scaffolding to make those links with new information. In our classroom pupils will be given every opportunity to give feedback to teachers during at the end and after lessons about their learning needs.

What Feedback looks like at Village Infant School

Growth Mindset

Research has shown that there are two core mindsets that shape the way we approach challenge. A fixed mindset: the belief that one's abilities cannot be changed and a growth mindset: the belief that one's intelligence, skills and qualities can be developed through effort, input and a range of learning strategies

At Village Infants school we believe in developing a growth mindset culture where pupils want to challenge themselves, are not afraid of failure or mistakes and know that they can 'grow' their learning. This culture creates high self-efficacy and trust which are needed for feedback to be effective. We aim for pupils to think with growth not fixed mindsets when they are challenged or do not know what to do next. This will involve them in knowing how to receive feedback, how to speak about learning, feeling responsible for enhancing their learning and collaborating with others in this learning.

Prior/Current Knowledge

Finding out what pupils really think is the starting point of all feedback. Prior knowledge lesson starts and effective questioning throughout lessons helps teachers find out what pupils already know. Use of Floor Books enables teachers to reflect on current and previous learning across all subjects.

Random Learning Partners

Classroom discussion is a key feature of lessons and students are activated as learning resources for each other. Teachers listen in to discussions to further their understanding of what pupils really think.

Learning Intentions

Learning Intentions are known to pupils. They are clear and decontextualized, so that skills can be transferred to other contexts and subjects

Co-Constructed Success Criteria

At Village Infants we believe a success criteria has most impact when it is co-constructed with the pupils. Teachers show a good example of the finished product to analyse and support development of the success criteria and deepen understanding of the Learning Intention.

Mid Lesson Learning Stops

We use mid lesson learning stops, where pupils work is projected mid flow for class analysis for successes and improvements. This enables instant feedback for all and models the process which pupils in pairs or individually can carry out improvements.

Questioning

Different questioning strategies are used, closed questions to establish prior knowledge and extended dialogue between teacher and pupil to address pupil confusion, stimulate and extend pupil thinking and advance their learning. 'Thinking Time' is given and pupils are encouraged not to put their hands up, teachers use named sticks to ensure all pupils participate.

Stuck Strategies

Sometimes less feedback is more and when appropriate we encourage pupils to problem solve and use strategies to help them when they are stuck other than to ask an adult. These will provide the tools for them to tackle learning and challenges independently. All classrooms will have a display of learning tools for children to access independently, this is co-constructed with the teacher and referred to in lessons through explicit teaching and modelling.

Verbal and Written Feedback

Verbal feedback is most frequently used in our school and takes place, in the moment throughout every lesson. Teachers use 'on the spot marking' to highlight successes, with a yellow highlighter and identify an improvement to share verbally with a pupil. Pupils are also encouraged to identify and highlight their own successes in relation to the learning objective to encourage them to take responsibility for their own learning. Pupils are given the opportunity, with adult support, to edit and improve their work using a green pen and complete additional challenges with a pink pen. Written feedback takes place when the teacher determines that it is the most effective and relevant type of feedback for the lesson/pupil/context and will improve pupil achievement. Teachers will use formative assessment to check pupils understanding throughout a lesson and reflect on the learning and adapt their teaching and planning appropriately. (marking codes below)

Self-Improvement

Pupils are encouraged to improve their own work after mid lesson learning stops or in response to verbal or written improvement prompts. It is important that pupils are given time and space to act on feedback and improvements.

Peer Feedback

We encourage cooperative feedback, in which the author has the last word and makes the improvements as a result of discussions with a learning partner. This can take place mid or post lesson.

Monitoring and Evaluation

We are continuing to experiment with different ways of improving the effectiveness of feedback. In particular, methods are being explored, analysed and developed to maximize opportunities for different types of feedback. As a school we are committed to continuing professional development on the quality and impact of feedback and use staff training sessions, lesson observations, learning walks, discussions with staff and pupils, pupil questionnaires, book looks and pupil attainment to inform this.

Literacy Marking Code

Success and Improvement Marking Strategy

- Highlight successes (using yellow highlighter)
- Tell/write an improvement prompt
- Pupil to edit/improve work with a green pen
- Pupil to complete challenge with a pink pen

u/a	Unaided – Child completes work without support.
w/h	With help – Child needs adult support to complete work.
o/f	Oral feedback - Dialogue with adult takes place to move learning forward.
I	Improvement – Adult writes/tells child something they can do to improve their writing. It is important that time is given for child to make improvement.
sh/m	Shared marking – Adult marks one piece of work from group or class encouraging children to contribute to highlighting successes and thinking of ways to improve work.
s/m	Self marking – Child highlights successes and thinks of way to improve own work. Needs clear modelling and teaching first. Children need to see lots of shared marking before they are able to do this independently. Begin by just highlighting successes then when appropriate encourage children to think of a way to improve their writing.
p/m	Peer marking – In partners children mark each other's work. They highlight 2 successes and suggest an improvement. Needs clear modelling and teaching first with discussion about what is helpful and how partner may feel.
sp	Spelling - Child to practise an incorrect spelling
GW	Guided Writing – Targeted group work with adult support.
SGW	Small Group Work

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u/a	unaided
w/h	with help
o/f	oral feedback
I	improvement
sh/m	shared marking
s/m	self marking
p/m	peer marking
sp	spelling
GW	guided writing
SGW	small group work

Maths Marking Code

- * Tick a success
- * Dot and/or tell or provide an improvement prompt
- * Pupil to edit/improve work with a green pen
- Pupil to complete challenge with a pink pen

w/h	with help
u/a	unaided
GW	guided group work
o/f	oral feedback
I	improvement
Ch	challenge
f	fingers
c	cubes
R	diennes numicon money etc
NL	numberline
100	100 sq
mm	mental methods
SGW	small group work