



All Saints C of E

Infant and Nursery School

Selston C of E

Marketing Feedback Policy

September 2020

*“Opening hearts and minds through
the grace and love of God”*

**ALL SAINTS CHURCH OF ENGLAND (VA) INFANT AND NURSERY
SCHOOL
SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY
SCHOOL**

MISSION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Infant and Nursery School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

Aims of this Policy

- To provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.
- To enable children to see marking and feedback as positive in improving their learning.
- To raise the standard of work in school.
- To help foster independence in, and responsibility for the children's own learning.
- To inform the teacher and support staff about successes and misunderstandings and to enable future teaching based on this information.
- To provide information for parents to gauge their child's performance.

The responsibility of the headteacher is to:

- Ensure that the Marking and Feedback Policy is being consistently applied.
- Monitor marking and feedback through children's work and discussion with children.
- Support staff in order to raise standards.
- Give recognition and praise for achievement and make children aware of any necessary improvements that need to be made.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom.

The responsibility of teachers is to:

- Ensure that marking and feedback relates to learning intentions, which will need to be shared with the children.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent marking for others.
- Use assessment and marking to inform future planning and individual target setting.

The responsibility of support staff is to:

- Ensure that they are aware of the marking policy of the school and check with the teacher about the appropriateness of marking and feedback in their teaching situations.
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- Use knowledge of how children responded in order to assist in the planning of the next lesson.

Parents/carers will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning.
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement.

- Encouraged to understand that their child's developing independence and responsibility for their learning are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

Marking and feedback in the Foundation Stage and Key Stage 1:

- Work is usually discussed with the children.
- Verbal positive feedback is the most used form of 'marking', along with suggestions for how the work might be improved next time.
- Observational comments written by adults for adults, showing how children have met learning objectives, are appropriate.
- As children get older, pink and green highlighter pens will be used by staff to identify a child's strengths (linked to the learning objective) and development areas. Pink represents strengths, green development areas.
- Children have opportunity to reflect on their learning through comparison to given success criteria.
- Acknowledgement marking will be used as and when appropriate.
- Occasionally longer comments will be written on a child's work, depending on the needs and ability of the child.
- During review time at the end of lessons when some children show their work, they may be asked, 'what were you learning?' and 'how could you improve your work?' Other children may contribute to this and the teacher may suggest specific improvements.

Forms of Marking

At All Saints and Selston C of E we recognise that a variety of strategies should be used on a daily basis to enable teachers to empower children to learn, and as such a combination of the following methods will be used by all staff to encourage our children to become independent and self-aware learners.

Acknowledgement Marking – a courtesy look at the work and may include a tick or initial; the implication being that a dialogue has taken place with the child and oral feedback given, or that the work has been self or peer marked.

Self Marking – children are given opportunity to mark, correct and edit their own work.

Peer Marking – children are asked to mark the work of their partner. They do this against the success criteria of the lesson. Children can be encouraged to write a constructive comment as to how the work could be improved, via a system similar to Bubble and Block.

Distance Marking – done by the teacher (or other adult) away from the child. This should be focussed on the learning intentions for a particular piece of work, and include positive comments about what the child has done well as well as giving particular advice as to what the child has to do next to consolidate or advance their learning. Time should be planned for the children to read comments and for them to act upon them. Distance marking should be of the highest quality and as such is best used for pieces of work that

represent the culmination of a series of related lessons; for example an end of unit piece of writing in Literacy. The evaluation of lessons leading to this can be effectively carried out by a variety of the marking forms in this policy. The following features should form part of quality marking:

- Indication of an area where improvement can be made (green highlighter).
- A comment indicating how the improvement can be made to that area.
- Reminder prompt – a simple reminder of what could be improved; for example, ‘What else could you say here?’
- Scaffold prompt – provides some support, for example ‘What was the dog’s tail doing?’, or ‘Describe the expression on the girl’s face.’
- Example prompt – gives the child a choice of actual words or phrases, for example; ‘Choose one of these: The worried man ran headlong down the deserted street / Anxiously, the man careered down the empty streets.’

Summative Marking – is a snap-shot judgement on the standard of a piece of work. This method is often used at the end of a unit of work, through assessment. It is only valuable if this information is used diagnostically and formatively, as well as informing the whole school tracking process.

Closed Task Marking – associated with tasks that require an affirmative/negative mark. Wherever possible, children should self-mark these activities.

Success Criteria – a short statement that encapsulates in a practical way the Learning Intention of a particular lesson; for example, ‘3 paragraphs of description, nouns with adjectives (wow words) and commas to link sentences.’ The children would use this to guide their work and then self or peer mark against.

Organisation and Practice.

At All Saints and Selston C of E we have agreed that:

- Children will be clear about the expected outcomes for each lesson, related to the Learning Intention, so that they can evaluate their own work and learning accordingly.
- Teachers, and other adults, will use a variety of marking and feedback strategies to develop children’s self-evaluation.
- Teachers, and other adults, will model good practice in marking as part of daily life in the classroom.
- Effective feedback will be given to children, in a variety of forms, about their work, depending on the nature of the task and the time available.
- Distance Marking will be effective for the children and manageable and efficient for the teacher.
- A system of codes will be used that are relevant and informative to the child, efficient and effective for the teacher, and consistent (but developmental) throughout the school.

- Time will be planned for children to read, acknowledge and respond to comments written as part of the marking and feedback process.
- Appropriate frequency and depth will be applied to marking in each subject.
- Marking and feedback will be an organic part of planning in the short and medium term.
- Feedback in practical and non-written subjects (like Music and P.E.) should make use of strategies such as children evaluating their own work, verbal peer evaluation (against 'success criteria'), and verbal feedback from the teacher. It is the professional responsibility of teaching staff to ensure that verbal feedback is of a high quality in these lessons.

Monitoring

It is important that the Marking and Feedback Policy is applied consistently throughout the school and in all subject areas. An overview of marking will be gained through work scrutiny and book sampling by SLT and Subject Leaders. Outcomes of marking should be evident in lesson planning.

Marking Codes

- P - paired
- I - independent
- G – group (of children)
- S – group or individual with an adult
- V – indicates that verbal feedback has been given to the child.